Per Morris Beja, former chair of the English Department, this history may have been written by Nancy Dasher. The above information was given to the Archives by Dr. Elizabeth Renker, English professor, on 9/23/2005.

"OF WHAT IS PAST, OR PASSING...": A BRIEF HISTORY OF THE DEPARTMENT OF ENGLISH, THE OHIO STATE UNIVERSITY

Genesis

Even in the beginning, there was "English." Of the ten professorships proposed originally by the Board of Trustees of the Ohio Agricultural and Mechanical College, the eighth was that of the "English language in its higher departments, with such instruction in our mother tongue as will give our pupils easy and exact expression of their thoughts or discoveries, and enable them to communicate them to others in a clear and intelligible manner" (Second Annual Report, p. 5).

Even then the canny administrators expected all this and Heaven too of the teacher of English, because the Board's "job description" goes on to state: "To this chair will be added the modern languages, by which is intended the French and German--to open to our students the rich stores of agricultural and scientific knowledge to be found therein" (p. 5).

The times and the personnel available being what they were when the College opened on September 17, 1873, the ten professorships had been pared down to seven. The "chair" of English and Modern Languages and Literature was held by Joseph Millikin, A.M., of Miami University, and the third Annual Report states proudly that the "course of study in the English language has been made...as full and thorough as any offered in the colleges of the country" (p. 46), a statement given some support by the "proposed" course of study:

> IV.-ENGLISH LANGUAGE AND LITERATURE,AND FRENCH AND GERMAN LANGUAGES.
>
> A course in each of these languages, extending through four years, is proposed. The appended schedule gives the course in English:

First Year. First Term--Higher English Grammar. March's "Anglo-Saxon Reader," Essays.
Second Term--Analysis and Construction, Anglo-Saxon continued.
Third Term--Essays.
Second Year. First Term--Anglo-Saxon Reading, Earle's Philology of the English Language, Early English. (The Vision of Piers Ploughman, critically read.)
Second Term--Earle's Philology of the English Language continued. Early English (the English of the fourteenth century). Chaucer critically read.
Third Term--Earle's Philology finished; Chaucer finished; Middle English.
Third Year. First Term--Later English, some classic critically read, and Craik's "English of Shakespeare."
Second Term--Rhetoric, Middle English critically read.
Third Term--Rhetoric, History of Language and Literature (March's Lectures), English classics read.
Fourth Year. History of the Language and Literature, especially of Literature; recent classics read.
Lectures on special points throughout the course. Rhetorical exercises and essays required.
A full course of French and German is provided for, and will be regularly and systematically taught during the four years.
The requirements for admission to any of these courses are a good common school education, including the elements of Algebra.
(Third Annual Report, pp. 48-49)

Of Joseph Millikin, the man who set up--and had the responsibility of teaching--this ambitious program, we have a vivid picture in The First Faculty, the reminiscences of T. C. Mendenhall, himself the College's first Professor of Physics and Mechanics, but it is a picture that arouses varied speculations in a present-day reader's mind.

"Professor Joe," as Millikin was called by his colleagues, was born at Hamilton, Ohio, January 28, 1840. He was "precocious" but had a "delicate constitution" and did not start to school until he was "several years beyond the usual age for the admission of children." Nevertheless, he graduated from Miami University when he was nineteen years old. Immediately thereafter, Mendenhall tells us, Millikin accompanied his "friend and college mate, Whitelaw Reid, to Minnesota . . . where he lived and worked 'in the open' for some time":

On returning he entered Princeton Theological Seminary with the intention of becoming a minister of the Presbyterian Church. In 1861 he spent some time in Europe and again in 1862, largely for the benefit of his health, but his body gained far less than his mind through these contacts with the culture of the old world. During the winter of 1862-63, having been licensed to preach, he made a trial of his chosen profession by filling occasional vacancies in pulpits of near-by towns and villages. Ill health again drove him to Europe in the spring of 1863. Apparently much improved after this journey he spent the next half dozen years in quiet study, preaching occasional sermons when called upon.

Having a philosophical and critical mind his preaching became less and less satisfactory to his congregations, mostly rural, who adhered strictly to the orthodox standards of the time, and about 1870 he abandoned the idea of entering the ministry, accepting, in 1871, the professorship of Greek language in Miami University. From Miami he came to Columbus to fill the Chair of English and Modern Languages and Literature, in which he sat more at ease than in that of Ancient tongues.

Of slender build and not above the average in height, with keen, black eyes, a rather dark skin and a heavy, wide spreading black moustache, there was something of the Spanish Cavalier in his appearance. The fear of complete failure in health was constantly before him and to this, doubtless, was due a certain seriousness of manner and outlook which did not, however, diminish the charm of his personality or the fullness of his appreciation of the joys of life. His apparently unlimited stores of linguistic lore were delivered to his pupils in a most fascinating manner, usually in the form of familiar talks rather than formal lectures, it being the glorious privilege of all members of the "first faculty" to be thus intimately in touch with the material upon which they worked. (pp. 13-14)

As early as November 21, 1874, the date of his first departmental report, Professor Millikin recommended changes, such as "Of my present chair make two--one of English, the other of Modern Languages" (Fourth Annual Report, p. 679), a recommendation which the Trustees did not heed. Instead, they gave him the added position of Librarian, although they did appoint Miss Alice Williams (the first woman appointed to the faculty) as "tutor in the department."

Professor Millikin's report of November 18, 1875, sheds light not only on his responsibilities and frustrations but also on the difficult conditions under which all his colleagues labored:

To teach English, French, and German philology, with not a text of the earlier or middle period (save the one read in the class-room) accessible to the student, is like teaching geology without a fossil, or surveying without a compass. And the common editions of even such authors as Chaucer and Shakespeare are so modernized and sophisticated by successive generations of editors and printers as to be useless for purposes of critical study, linguistic or literary. Like others of the Faculty, I gladly loan books of my own not needed for daily reference, but such loans are expensive and inconvenient to the teacher, and wholly inadequate for a class's needs. I therefore earnestly recommend an appropriation for the purchase of at least the following works:

Turner—History of the Anglo-Saxons.

Freeman—History of the Norman Conquest.
Grein—Edition of Layamon.
Morris—Edition of Chaucer.
Dyce—Edition of Shakespeare.
Morris and Skeat—Specimens of Early English.
Wackernagel—Deutsches Lesebuch.
Wackernagel—Alt-franzosiches Lesebuch.
Littre—Dictionnaire Français.
Brachet—Dictionnaire Etymologique.
Skeat—Edition of Marlowe.
Morris—Edition of Spenser.

Whilst these books are of the highest value for general students, I ask for them especially as *apparatus and material* for my department—apparatus and material as properly so called as are microscopes, minerals, air-pumps, or blackboards.

In the consideration of this recommendation, it will be remembered, I hope, that my department has cost nothing whatever for outfit specially for its own use, the few maps bought two years since being used in other departments also.

Our nucleus of a library is being more and more used, and is helping to cultivate a love of solid reading, which its scanty resources can not satisfy.

So great were the demands upon the funds of the College for the equipment of the College in other and indispensable things, that the Trustees have not heretofore felt justified in appropriating any thing for the increase of the library. How much can be wisely done now in this direction, of course only the Board can determine. Thanks to a few individuals, we have two very remarkable collections of mostly continental literature; the one on botany; the other on entomology. May the example of these donors find many imitators! But nothing can more directly increase the teaching power of the Faculty, or the culture, general and special, of the students, than an appropriation as liberal as possible for library purposes. Our text-books, class-room teaching, and formal lectures in our respective branches, all refer to authorities and treatises for the needed supplementing and illustrating of our instruction that our shelves do not contain, and thus the facilities of the College are not so fully utilized as they would be with the aid of a working library. The matter is one deserving, I venture to urge, of the most serious consideration.

Yours with great respect,

JOSEPH MILLIKIN,
Professor of English and Modern Languages, and Librarian.

THE COLLEGE, November 18, 1875.

As of 1875, the College was divided into three "Schools": (1) Exact Sciences; (2) Natural History; and (3) Letters and Philosophy. Within this third School were grouped the courses in English Language and Literature, German Language and Literature, Latin Language and Literature, Greek Language and Literature, Political Economy and Civil Polity. That some work in English was required of all Freshmen in the four-year courses of study is indicated by statements in the early Annual Reports. For example, according to the Fifth (November 15, 1875), "Rhetorical training of all students in the regular courses is also included here" (p. 71); by "here" is meant English Language and Literature. However, in the Sixth Annual Report (November 26, 1876), Millikin writes that "two terms' work in English in the first year of the required course is deemed essential as a preparation for any of the studies of the College, and is required of all studying for a degree of either kind" (pp. 76-77). Professor Millikin's syntax is open to question, but his description of the "grammatical" nature of the first terms' work and of the "literary" emphasis of the second term's work, together with his statement that "during both terms the student is required to apply his theoretical gains to practice in composition," suggests that he was discussing the Eighteen Seventies' version of Freshman English.

This same report also provides a description of what we would now call a Major in English:

> 2. The elective course in the school of English includes two years of recitations and lectures. It is designed for maturer students, reaches further, and goes deeper than the course above described. It is designed to help the student, first, to a philological knowledge of his mother tongue, its resources, both grammatical and lexical, and its relationships to other languages; second, to the intelligent and sympathetic study of English literature of the various periods; and third, to the acquirement of such linguistic,

rhetorical, and logical principles and habits as shall enable him to put good thinking into good English, written and oral. To attain the two last ends, the attainment of the first is the shortest and surest, if not the only way.

And certainly the attainment of the first includes and necessitates the study of Anglo-Saxon. Not its insertion, but its omission, in a comprehensive English course should excite surprise. Says Prof. March--no less eminent as a teacher than philologist--"It seems to be agreed that every English scholar ought to have some scholarly knowledge of the English language. Then every English scholar ought to study Anglo-Saxon. * * At least a daily lesson for one term ought to be given to this study in each of our colleges;" which is precisely what Thomas Jefferson insisted upon and provided for in the founding of the University of Virginia. Says the Hon. George P. Marsh: "This study (i.e., of English) can not be pursued with success upon the basis of the modern forms of the language." "To the study of the literature of the age of Elizabeth, the goodliest heritage of every educated Englishman and Anglo-American, a respectable knowledge of the previous language and literature from the age of Alfred must be brought before it can be pursued with any thing more than a half success; and the earnest student * * who would grow up to the fullest appreciation and enjoyment of the great masterpieces of English literature must seek out the ancient mother," says Prof. Corson. In accordance, therefore, with the precepts of teachers like these, and with the practice of the best schools and colleges of America and England, the study of the language and literature of the Anglo-Saxon and early English periods finds due place in our course. The grammar is studied, and texts of representative authors are read and commented upon precisely as in the case of Greek and Latin. Frequent lectures are given throughout the year. The text-book work of this first year covers the period to Langlande and Chaucer, inclusive; the lectures on literature to Shakespere, inclusive. I am indebted to Prof. Mathew and to Mr. Howald, a student in his and my departments, for the lithographing of maps that give my classes valuable aid in following my lectures upon the intricate history of England previous to the Conquest.

Of the second year, Rhetoric occupies the first term. Recitations upon the text-book are supplemented by lectures, and applied in illustration and analysis of classic English.

In the second term Logic is studied; not as a barren statement of abstract principles, but with constant applications, and with due reference to the special logic of the several sciences.

Intrinsically and because of its connection with ethnology, history, and literature, few branches of study are of more importance and interest than Comparative Philology. The admirable "Families of Speech" of Prof. Farrar is the text-book of the third term, and gives a good outline of the subject. Because this topic is best pursued in the light of the rest of the course, and by students of mature mind, it is placed at the end of the course. Lectures on the post-Elizabethan literature continue throughout the year. (pp. 77-78)

What being the "Professor of English Literature and Modern Languages" involved in class hours and preparation is made painfully clear in Professor Millikin's report of 1878:

> There are seven classes, each having a daily exercise of one hour. The class in English of the required course has 33 members; the two classes in the School of English have 42 members; the two classes in German have 32 members; the two classes in French have 14 members, an exceptionally small number--total in the seven classes of the department, 121. Various students, however, are here for the prosecution of the studies of this department mainly or exclusively, and so are in two or more of these classes; hence the number of <u>different students</u> in the department is 112, being fifty-eight per cent of our total number of students.
>
> A comparison of my class lists with those of Prof. Smith, of the department of Latin and Greek, shows that over 140 of our students--nearly seventy-five per cent of the whole number--are pursuing at least one, and over 40 are pursuing more than one of the linguistic and literary studies provided for in our curriculum. This fact is significant as to the needs to be met even in a college in which the sciences are made prominent, and more than justifies the Board in what it is doing to meet these requirements.
>
> Besides our exceptionally full courses in the modern languages, in English Philology, in the History of Literature, in Rhetoric and Logic, all save our youngest students take part, in due turn, in weekly public rhetorical exercises; these consist of original essays and orations. The revision and production of these is committed to me--the strictly elocutionary teaching of the College being in the competent hands of Lieutenant Lomia.
>
> I am ably assisted by Miss Alice Williams, now in the third year of her service of the University. (pp. 20-21)

In the Ninth <u>Annual Report</u> (November 16, 1879), Millikin is still "Professor of the English Language and Literature, and of the French and German Languages," but a new Assistant Professor of History and Philosophy, John T. Short, is assisting him in his work. In his departmental report for that year, Professor Short writes: "In addition to the work in my own department, I have charge of the class in Elementary English, composed of thirty-seven students" (p. 41).

Ill health forced Professor Millikin to resign. French and German became a separate department in June, 1881. As of 1881, then,

Professor Short headed the Department of History and English Language and Literature. But he, too, suffered from ill health and resigned in May, 1883. The Trustees' Report of that year (Thirteenth Annual Report) states that "Miss Cynchia Weld, former Professor in Ohio University, has been called to the position as assistant Professor" (p. 126). Thus Miss Weld was the first woman to head a department of the University. Apparently she was also in charge in 1884. However, the Trustees' Report for 1885 (Fifteenth Annual Report) records that George W. Knight had been secured from Michigan University as Professor of History and English Language and Literature "to strengthen this important department by electing a full professor thereto" (p. 11). At the same time, Mr. A. H. Welsh was appointed assistant in the department. Welsh's salary was $120 per month (ten-month period); Knight's salary was $200 (p. 85). Miss Weld's had been $120.

One can guess the administrative headaches engendered by such faculty turnover, headaches that did not spare even President Walter Q. Scott, since he writes in the Eleventh Annual Report (1881): "It has fallen into my hands to assist in the formation of the course in English, especially in that part which properly covers the Junior and Senior years" (p. 16). Students of those days could not complain that they were taught by graduate assistants.

In 1887, the Seventeenth Annual Report records the division of Professor Knight's department: the "chair of history and political science" is in charge of Professor Knight; the Department of English Language and Literature is in charge of Assistant Professor A. H. Welsh (p. 16), although the Catalogue for 1886-1887 lists him as Associate Professor.

That same Report also lists among the names of those receiving the degree of Bachelor of Arts the name of Joseph Russell Taylor of Marietta--a name that would become familiar to thousands of students in the years ahead.

Mr. Welsh's first report as head of the Department of English Language and Literature (November 15, 1887) gives a reasonably clear outline of the basic courses of that period: English A was required of all students in the Freshman year of the four-year courses. It consisted of study of the principles of rhetoric and "their application by the student in formal exercises in oral and written discourse" (p. 151). English B was required of Sophomores in Arts and Philosophy; the second and third terms were devoted to the "history and development of the English literature as a whole" (p. 151). English C was an elective for Juniors and Seniors in Arts, Philosophy and Science, devoted to "masterpieces of our literature" (p. 151).

The compressed, generally objective reports of a departmental chairman give only the bare bones of a course of study. A feature article on the "Department of English Language and Literature" in the Lantern for April 17, 1891 (one of a series of such articles), gives us a little of the flesh and blood:

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

To intelligently analyze language is to analyze the processes of thought. The study of language is, therefore, the best preparation for the study of logic and philosophy; it is also the best preparation for the study of the sciences. The language of literature presents a subtlety of thinking processes, a variety, and

a delivery, which every ambitious student should try to carry with him to the study of every science and every philosophy. There is no condition of life, no religious aspiration, no complication of human motives and emotions, no ethical relation, which literature does not illume.

There is a constantly increasing appreciation of the value of literary training to students in every department of knowledge whatsoever, which is bringing about a decided enlargement of the place assigned to English studies in our best colleges. Although this University offers as complete courses in English as any western college, with one exception, yet it cannot be said that we have yet realized the full force of this developing literary influence. Much remains to be provided both in library equipment and in instruction offered, in order to give the completest opportunity for the highest literary study.

In the language of Professor Welsh, the prime objects contemplated by the English department of Ohio State University are: (1) a knowledge of the origin and development of the language, (2) a general acquaintance with the literature, (3) a critical familiarity with the great representative writers and writings of the various epochs, and (4) proficiency in composition, inclusive of habits and methods of investigation, the collection and arrangement of material, and the clear and forcible expression of thought.

There are seven courses offered at the University for the accomplishment of these purposes, five of which are courses of collegiate rank, the other two being preparatory courses. Six of these courses extend through the entire college year.

In the first preparatory year the student studies Hill's Elements of Rhetoric and Composition, and at this stage in his progress it is thought but to hold him to a careful and thorough preparation of the text. A preparatory student should not be encouraged to glean a little here and a little there, from many texts —that kind of work may very properly come considerably later in his course—but he should be expected to master one good text-book on his subject. This lays for him a foundation for future work.

In the second preparatory year the work consists of two parts: (1) the reading of English classics, and (2) the writing of essays and of other brief exercises upon the works read. The following English classics are studied in this course and made subjects for written exercises: Shakespeare's Julius Cæsar and Merchant of Venice, Coleridge's Ancient Mariner, Longfellow's Evangeline, Macauley's Essay on Lord Clive, Addison's Sir Roger De Coverly, Scott's Ivanhoe, Webster's First Bunker Hill Oration, George Eliot's Silas Marner, and Hawthorne's House of the Seven Gables. It will be seen that this course has a two-fold aim: (1) to familiarize the student, early in his course, with the qualities of literature as expressed in the best English classics, and (2) to give him proficiency and accuracy in the written expression of his own thought.

Throughout the Freshman year the student pursues an advanced course in rhetoric, with Welsh as a text. There is also considerable supplementary work required each term. Each student prepares a note-book of at least one hundred figures of rhetoric, selected and classified by himself; each student presents a written analysis of Herbert Spencer's Philosophy of Style, of Burke on Taste, and of Burke On the Sublime and the Beautiful; essays, debates, and exercises on the use of synonyms, are required. Lectures are given on Figures of Speech, Beauty, Sublimity, Wit, Humor, Poetry, and the Principles of Literary Criticism.

The first term of the Sophomore year opens with a brief course of lectures on the origin of the English language, its composition, and its relation to other languages. The transitional period of English Literature is then taken up, and the term is given to the study of Chaucer's Canterbury Tales. The Prologue and Knight's Tale are critically read in class, portions being memorized. The Clerk's Tale is also read, but less critically, and usually out of class. The second and third terms are given to a cursory survey of the general field of English literature, with Welsh's Development of English Literature and Language as a text. Essays and short speeches on special topics are called for from time to time.

The Junior class pursues the study of English masterpieces. The student reads the leading productions of the best writers, also the ablest criticism upon these writings, formulates his own judgments and opinions, and embodies the results in essays and critiques which are read in class and discussed. Three essays and three critiques are required in this course. Each student thus acquires thorough knowledge of six masterpieces and some acquaintance with about fifty others. Next year the representative works for the fall and winter terms will be More's Utopia, Sidney's Defense of Poesy, Spencer's Faery Queen, Bacon's Essays, Milton's Paradise Lost, Bunyan's Pilgrim's Progress, Addison's Sir Roger De Coverley, Pope's Essay on Man, Johnson's Rasselas, Burke's Reflections on the French Revolution, Goldsmith's Vicar of Wakefield, Coleridge's Ancient Mariner, Keats' Hyperion, Shelley's Prometheus Unbound, Wordsworth's Excursion, Byron's Childe Harold, Lamb's Essays of Elia, Scott's Kenilworth, Browning's

A Blot in the 'Scutcheon, Arnold's Essays in Criticism, Ruskin's Modern Painters, Thackeray's Vanity Fair, Dickens' David Copperfield, George Eliot's Romola, Carlyle's Sartor Resartus, and Tennyson's In Memoriam. The Spring term will be given to the study of American masterpieces with a view to discovering the distinctively American elements and characteristics. The representative authors will be Irving, Poe, Bryant, Whittier, Lowell, Longfellow, Holmes, Hawthorne, and Emerson. This course may be repeated in the Senior year, the student working on different masterpieces than in the Junior year.

Work in rhetoricals is required throughout the Sophomore and Junior years. The yearly requirement is three essays of at least fifteen hundred words each, and three critiques. These essays must show careful reflection and sufficiently extended reading. As a record of the latter, the student submits reference lists, noting titles and pages of books or periodicals read.

Next year, and thereafter, a course on "Shakespeare and the English Drama" will be offered to Seniors. One lecture a week on the history of the English drama from the Miracle Plays down to the present time, and one meeting of the class a week for the study of Shakespeare, will constitute the work of this course. Materials illustrative of this course—dramatic literature, publications of the various Shakespeare societies, variorum edition of Shakespeare, etc.—are being supplied to the University library in preparation for the work of this course.

Mr. Welsh died on July 26, 1889. He was replaced by Associate Professor James A. Chalmers, A.M., who had been professor of philosophy and English at Eureka College. His salary was $1800 a year, paid in the usual ten installments.

Many a reader will hope that Mr. Chalmers gained a few extra dollars as well as some feeling of pride from this note in the same issue of the Lantern, which served as a lead for the article quoted from the Dispatch:

> The Lantern wishes to call to the attention of high schools of the State in need of commencement addresses the following notice from the Columbus Dispatch of March 30:
>
> "Prof. J.R. Chalmers is the successor of the late A.H. Welsh in the chair of English language and literature at the State University. He is boyish in appearance, so much so, in fact, that when he first appeared at the University he was mistaken by the boys for a new student. But if a boy in appearance, he is a man in intellect. His address at the Easter evening service in the Third Avenue M.E. Church was a revelation to the vast audience present. He spoke on the eternity of personal influence, and while the discourse showed him to be a young man of broad culture, his delivery was so perfect as to add a great charm to a line of thought that was peculiarly interesting and appropriate to the occasion. The Professor is certainly a valuable addition to the oratorical talent of the University and the city."

But apparently then, as later, one could not always depend on the judgment of the "downtown" press, because in the Minutes of the Board of Trustees for June 13, 1893, we learn that when President Scott presented an "application" from Mr. Chalmers for promotion to the rank and pay of professor, with a statement that he was unable to remain longer at his present rank and salary, the reaction of the Trustees was swiftly and stiffly final, to say the least. Said their resolution:

> ...In view of the declination [not italic in text] of Associate Professor Chalmers to serve longer at his present rank and salary, we postpone the election of his successor to the chair of English language and literature until the

> next meeting of this board, and . . . [appoint] President Scott and Doctor Chamberlain . . . to submit at such meeting the name of a proper person to fill such chair.

President Scott and Dr. Chamberlain did as they were told and reported that Dr. A.C. Barrows, of the Agricultural College at Ames, Iowa, was "eminently qualified" for the position. But of particular interest, in the light of later events, was the presentation of a letter from Associate Professor Denney, suggesting the temporary union of the departments of English Language and Literature and Rhetoric, "with a view to greater economy in their management."

That same morning (July 12, 1893), the Secretary of the Board, Alexis Cope, sent this telegram:

> Dr. A.C. Barrows, Ames, Iowa:
>
> You have been elected professor of English language and literature, Ohio State University, salary $2,000, to begin September, 1894. Please signify acceptance. Board in session.

The reply was succinct and fast:

> I accept professorship of English language and literature on terms stated.
>
> A.C. Barrows

The Board then requested Mr. Chalmers to "continue in charge of the department of English language and literature as associate professor, at his former salary of $2,000" until his successor could take over!

The Denney Era

From 1891 to 1904

The brief reference in the Minutes, in connection with the Chalmers incident, of Professor Denney's letter suggesting the temporary union of the two departments of English Language and Literature and Rhetoric, is the first hint, in the records now available, of the growing prominence of one of the great figures in the University's history. When his time came, Moses-like, Joseph Villiers Denney would mold a department and a college and thus leave his imprint on the University. But in June, 1891, the date of his appointment as Associate Professor of Rhetoric, he was simply a young man with a B.A. from the University of Michigan (1885), who had worked as a reporter from 1885 to 1887 in Aurora, Illinois, served as principal of Aurora's high school from 1888 to 1890, then returned to the University of Michigan as an instructor and graduate student. (Later, he took some graduate work at the University of Munich and the University of Paris, but it was his alma mater that conferred an honorary A.M. on him in 1910, and it was Wittenberg College that conferred an honorary Litt.D. on him in 1920.)

Professor Chalmers' departmental report (dated August, 1890) in the Twentieth Annual Report emphasized the large increase in enrollment in the department (301 -- "no name counted more than once") and stated that during the past year he had "examined 11,250 pages of manuscript." He pleaded for "another instructor" and "more books," if the "importance of English as a part of a liberal education...[is to be] recognized at the university in a practical way...." He also emphasized that the Sophomore-Junior elective courses had "nearly doubled their membership in one year" (p.64).

The response of the Trustees was commendably prompt, although possibly not what Chalmers had anticipated. The Twenty-first Annual Report records that

> The work of the department of English language and literature was also divided, Associate Professor James Chalmers, formerly in charge of the department, taking the work in English literature, and Joseph V. Denney, B.A., lately instructor in the Michigan University, taking the work in rhetoric as associate professor, to which position he was elected at the June meeting.

Chalmers' departmental report for June 25, 1891, states that the first of the "most pressing needs of the department of English," that of another instructor, "has been met in a manner very satisfactory to the department by the appointment of Mr. Joseph V. Denney . . . to be Associate Professor of Rhetoric at this University" (p. 70).

Now, one can only speculate about what lay behind Chalmers' demand for a promotion in rank and a raise in pay, Denney's letter, the Trustees' hiring of Reverend A.C. Barrows and Chalmers' eventual resignation. The figures involved are long dead, and the few data in bound volumes of Annual Reports and Proceedings of the Board of Trustees provide little light on the conflicts and maneuverings behind the scenes.

The records do show, however, that Chalmers had been hired to succeed A.H. Welsh as head of the Department of English Language and Literature, with the rank of Associate Professor and an annual salary of $1800. Moreover, in the records he is sometimes credited with having a Ph.D. degree as well as a Master's degree. And he had held the rank of professor at Eureka College.

Denney, holder of a Bachelor's degree and "lately instructor," was appointed Associate Professor in charge of Rhetoric; that is, a man whom Chalmers may have looked on as an "upstart" was given academic status equal to his own in the now divided department, although Denney's

starting salary was $1500. The Twenty-second Annual Report lists Chalmers' salary as $2000 and Denney's as $1500, but the records therein also show that as of September, 1892, Denney was being paid $160.00 a month or $1600 a year. The Twenty-third Annual Report, for the academic year 1892-93, again lists Chalmers as Associate Professor of English Literature, with a salary of $2000, although the name of Professor A. C. Barrows is included in the faculty of that year, with a note that he will begin his duties in September, 1894. That same Annual Report lists Denney as Associate Professor of Rhetoric and Secretary of the Faculty.

In the Faculty Records, the Minutes for May 10, 1893, show that Professor Knight had resigned as Secretary of the Faculty, "to take effect at the close of the current year," and that Associate Professor Denney was elected to take his place (p. 16). The Minutes for June 10, 1893, record that the Secretary of the Faculty was made "permanent Committee on Catalogue" (p. 28).

While there is a certain logic in electing the "rhetoric" teacher as Secretary, the choice of a newcomer for the job seems a little surprising, even for the small faculty of the still small University. And perhaps there is a certain "logic" also in the Faculty's decision to palm off the drudging, time-consuming responsibility of the annual Catalogue on the obliging newcomer. But the present-day reader of these Faculty Records (the first collections of which are the original handwritten Minutes, including Denney's) can speculate that the double responsibility brought Denney into intimate association with every person and every office on campus and gave him intimate knowledge of the inner workings of a University that was small for the moment but destined to be larger. In the fortuitous combination of circumstances, departmental and university, in which he found himself, the Burning Bush must have seemed bright indeed and the voice of the Lord unmistakable to Joseph

Villiers Denney. And one can speculate also that he had no reluctance in accepting the call. For one thing, Denney had no need for an Aaron. Nothing in the record of the man suggests that he was "slow of speech"-- or of wits either. Those still living who worked with or studied under him can testify to his eloquence, his persuasiveness, and his charm (albeit a charm not altogether guileless on occasion).

But at the same meeting of the Faculty at which Associate Professor Denney was elected Secretary (and thus "Committee on Catalogue"), among the names of those recommended for the degree of Bachelor of Arts that June is the name of William Lucius Graves--another name that would become familiar to thousands of students in the years ahead.

As of 1887-88, the University was divided into five Schools: Agriculture and Veterinary Medicine, Arts and Philosophy, Engineering, Pharmacy, and Science. The School of Arts and Philosophy granted the degree of B.Ph. as well as the B.A. The Catalogue included as part of the Twenty-third Annual Report (1892-93) refers to the "English Course" in Philosophy, apparently what we would now call an English major; but course offerings and specific course descriptions suggest that there were "English majors" earlier. For example, in the Twenty-second Annual Report (1891-92), English 14 is described thus:

> Special Advanced Study and Research. Competent students may pursue special investigations of selected topics under the personal guidance of the Instructor. Three hours a week through the year.
> Associate Professor Chalmers
>
> Course 14 is open only to graduates and to Seniors in the Arts, Philosophy, and Science Courses who have earned high rank in English. It cannot be elected without the previous consent of the Instructor. (p. 48)

But the first incontrovertible evidence that this writer found concerning English majors appears in the President's Report in the Twenty-fourth Annual Report (1893-94). President William Henry Scott states that of the seventy degrees granted at the Commencement that year,

three were "bachelor of philosophy in the English course..." (p. 25). In 1895, there were ten such degrees, and one of them was granted to George Washington Rightmire, who in the days to come would be, first, Dean of the College of Law, and then President of the University.

The requirements of the "English course in Philosophy" are spelled out in the Catalogue of the Twenty-fourth Annual Report:

ENGLISH COURSE IN PHILOSOPHY.

This Course is intended to meet the wants of such students as desire to make a special study of literary, philosophical, historical and economic subjects. Students electing this Course are advised to begin specializing in some one or more of these subjects as early in the Course as possible, and are required not later than the beginning of the Junior year, to begin specializing in one of these subjects. The Course allows large liberty of elective studies.

NOTE.—The figure in parenthesis, following the name of a study indicates the number of the course in that subject, a full description of which will be found under that name and number in the "Courses of Instruction," beginning on page 75.

FRESHMAN YEAR.

REQUIRED.

First Term.	Hours per week.	Second Term.	Hours per week.	Third Term.	Hours per week.
English (1) Practical Rhetoric.	2.	English (1) Practical Rhetoric.	2.	English (1) Practical Rhetoric.	2.
French (1) Elementary. or German (1) Elementary.	5.	French (1) Elementary. or German (1) Elementary.	5.	French (1) Elementary. or German (1) Elementary.	5.
History (8) United States.	2.	History (8) United States.	2.	History (8) United States.	2.
Philosophy (7) Logic.	2.	Philosophy (8) Psychology.	2.	Philosophy (8) Psychology.	2.
Military Drill.		Military Drill. Tactics,	2.	Military Drill.	

ELECTIVE.

Five hours a week through the year, chosen from any of the courses given in the Collegiate Department of the University upon which the student is qualified to enter. But during his Course he must complete in all at least eight hours in science.

[In case a student offers French or German for admission, he will take as his required language in the Freshman or Sophomore years, the one of these two languages not offered for admission.]

SOPHOMORE YEAR.

REQUIRED.

First Term.	Hours per week.	Second Term.	Hours per week.	Third Term.	Hours per week.
English (2) Science of Rhetoric.	2.	English (2) Science of Rhetoric.	2.	English (2) Science of Rhetoric.	2.
English (8) Chaucer.	2.	English (8) Literature.	2.	English (8) Literature.	2.
French (2) Prose. or German (4) Literature.	3.	French (2) Lyrics. or German (4) Literature.	3.	French (2) Drama. or German (4) Literature.	3.
Philosophy (9) Ethics.	3.	Philosophy (10) History of Philosophy.	3.	Philosophy (10) History of Philosophy.	3.

Political Science (1) 2.	Political Science (1) 2.	Political Science (1) 2.
Political Economy.	Political Economy.	Political Economy.
Military Drill.	Military Drill.	Military Drill.
	Art of War, 2.	

ELECTIVE.

Five hours a week through the year, chosen from any of the courses given in the Collegiate Department of the University upon which the student is qualified to enter.

JUNIOR YEAR.

REQUIRED.

First Term.	Hours per week.	Second Term.	Hours per week.	Third Term.	Hours per week.
English (7)	2.	English (7)	2.	English (7)	2.
Anglo-Saxon.		Anglo-Saxon.		Anglo-Saxon.	

And each student must elect as his major study English, or Philosophy, or History and Political Science. At least five hours a week through the Junior and Senior years must be given to this major study.

ELECTIVE.

Eight hours a week through the year, chosen from any of the courses given in the Collegiate Department of the University upon which the student is qualified to enter.

SENIOR YEAR.

REQUIRED.

Five hours a week in the major study as in the Junior year.

ELECTIVE.

Ten hours a week, chosen from any courses of the Collegiate Department on which the student is qualified to enter.

THESIS.

At the beginning of the Senior year, each student in this Course will take up as thesis work some special line of inquiry within the field of his major study, subject to the approval of the professor in charge of the department, and must devote to it two hours per week, or its equivalent, independently of his other work. The subject, together with a written approval of it by the head of the department within which it lies, must be submitted to the President of the University, not later than the beginning of the second term of the Senior year. The completed thesis must be submitted not later than the second Saturday before Commencement Day.

The description of English 14 (see above, p.19) also brings out the fact that students were doing graduate work in English. In the Catalogue bound as a part of the Twenty-third Annual Report, William L. Graves is listed as a graduate student in English and Latin; Joseph R. Taylor, English Literature and Philosophy; Irvine Laird Dungan, English Literature and Rhetoric; Anna Frances Mullay, English Literature and Philosophy. Graduate work was being carried on in, and degrees being granted by, the College of Arts, Philosophy and Science (however that title might vary) long before the Graduate School as such was created in 1911, with Dr. William McPherson as Dean.

Apparently the earliest official Graduate Assistantship in English was held by Joseph Russell Taylor (B.A., 1887)--the first of "Denney's boys." In the Twenty-fifth Annual Report (1894-95), President W.H. Scott writes:

> It was found early in the year that the number of students in the department of rhetoric was too large for a single instructor and the needed help was provided by the transfer of Joseph R. Taylor, B.A., from the department of drawing. Mr. Taylor is exceptionally well qualified for his new duties (p. 28).

Thus began Joseph R. Taylor's teaching association with the Department. It would not end until his death, nearly forty years later.

The Catalogue for 1894-95 lists Denney as Professor of Rhetoric and Secretary of the Faculty, a promotion which may have some link with remarks in the President's report for the preceding year:

> In the department of rhetoric the number of courses has been increased and the methods of instruction have been made even more thorough and practical. The theory of the subject is carefully taught, but a main part of the work consists in intelligent and continued practice. Great pains are taken to make the students skillful and effective in the actual use of their mother tongue.
>
> The amount of labor involved in this method is very great. It appears from the report of the head of the department that, in addition to eighteen class hours a week and a large number of minor exercises, there were presented nearly five thousand distinct essays and reports. Supposing these to average no more than three pages each, they contained an aggregate of some fifteen thousand pages. To examine and criticise this amount of writing would require the examiner to average eighty pages each working day of the entire college year. This alone is work enough for one person. When it is stated that the professor of rhetoric is also secretary of the faculty and editor of the catalogue, and that he has given special attention to the improvement of the Lantern, it is plain that he carries an unreasonable burden. Under such conditions it is impossible that he should do justice to his department work. The appointment of a competent manuscript reader to assist in the examination of the productions of students would not only afford needed relief to him, but would add greatly to the efficiency of the instruction.
>
> The number of students in the classes of this department the first term was three hundred and forty; the second term three hundred and thirty-one; and the third term three hundred and two. The year before the numbers were four hundred and thirty-four, three hundred and twenty-eight, and three hundred and seven. The number for the first term, however, included a first preparatory class containing seventy-four students. This class having been cut off with the others of that year, the enrollment of the department for the corresponding term of the next year is diminished. (pp. 26-27)

This report suggests several things about Denney, as man, teacher, and administrator. Plainly, for example, he was not afraid of hard work. Plainly, too, the one-time journalist understandably

took a special interest in the Lantern. But the selection of Canfield as President of the University surely encouraged Denney's journalistic bent. As James E. Pollard reports in his History of the Ohio State University; the Story of Its First Seventy-five years, 1873-1948:

> Another innovation [in the Catalogue for 1896-97] consisted of courses "Preparatory to Law and Journalism, and to Medicine." President Canfield showed a marked interest in college training for journalism which was practically unheard of at the time. The pre-professional training for law and journalism was set up on a two-year basis. The first-year program called for English literature, elocution and oratory, European history, psychology, rhetoric, science, economics, logic and "cadet service." The second year included more economics and English literature, English and American history, international law, rhetoric (brief-making and argument, and analysis of prose), American government, municipal government, two courses in "newspaper work" called "rapid writing," and further "cadet service." The so-called newspaper courses were taught by Professor Joseph V. Denney who had been for a brief time in reportorial work in Illinois. (pp. 144-45)

In 1910, courses in Journalism were offered in the English Department but taught by H. F. Harrington, prior to the establishment of the Department of Journalism in 1914.

The Catalogue for 1895-96 lists Denney as "Professor of Rhetoric and English Language" rather than "Rhetoric" as before, as well as Secretary of the University Faculty. In addition to Taylor (Assistant in Rhetoric), William L. Graves is listed as "Fellow and Assistant" in Rhetoric and English Language. The Reverend Allen Campbell Barrows (A.M., D.D.) is Professor of English Literature. Both departments are housed in the then new Hayes Hall, although the President's report for 1894-95 places at least the Department of English Literature in Orton Hall, and the 1896-97 Catalogue has both departments back in University Hall.

The last-named Catalogue also announced that a summer school

had been established under the supervision of the President, a summer school "chairman," and the heads of departments offering courses in the school. In 1895, the session ran from July 8 to August 18. Two courses were offered in English Language, five in English Literature, and one course in Rhetoric. This one course, however, seems to have aimed at a wide audience, judging from its description:

Rhetoric.

> A. English Composition and Rhetoric. A normal elementary course, including (1) daily practice in writing under close criticism, the written work to be selected from the following types: The sketch and the short story, the news article and the editorial, the criticism and the book review, the essay and the speech, the brief and the argument, and the debate, with a study of models. (2) Lectures on the principles of English Composition and Rhetoric. (3) Class conference and discussions on the teaching of English Composition and Rhetoric in high schools and grammar schools. Fee $8. Five hours. (p. 141)

"Teachers'" courses in Rhetoric, Language, and English Literature were prominent in these early summer sessions. Denney taught frequently in the summer and was Dean of the school for at least two years.

In President Canfield's first report, in the Twenty-sixth Annual Report (1895-96), he devotes considerable space to the topic of "Post-Graduates and Instructors." He writes that "as the pressure of increased attendance made itself felt it was found necessary to increase the number of laboratory assistants and division masters." (A familiar note!) But President Canfield, after saying that the "plan of giving half time to post-graduate studies has proven an excellent one," goes on to say that the "University authorities should positively discourage the continuous work of a student [that is, at Ohio State University] after his second post-graduate year." Then

he added, "Nor should a post-graduate, unless manifesting peculiar characteristics and unless having had special training in the methods and philosophy of education, be employed as an instructor" (p. 30).* William Lucius Graves (B.A., 1893) would receive his M.A. degree from Ohio State in 1897. Joseph Russell Taylor (B.A., 1887) would take his degree under Professor Woodberry at Columbia University, and the President's Report in the Twenty-seventh Annual Report announces a change of title for "Mr. Taylor from assistant in Rhetoric to Assistant Professor of Rhetoric and English Language...," after "a year of hard work at Columbia University under Professors Mathews and Woodberry..." (p. 33). Graves is not listed as Assistant Professor of Rhetoric until the Twenty-eighth Annual Report (1897-98). By this time, the course offerings of both departments seem reasonably comprehensive and well organized for that time and place. Both Barrows and Denney had an annual salary of $2250 (supplemented by teaching in the summer session).

President W. O. Thompson succeeded Canfield, who resigned in 1899 to become Librarian at Columbia University. A. C. Barrows became Dean of the College of Arts, Philosophy and Science, in addition to being Professor of English Literature. Assistant Professor

*President Canfield's remarks here are paralleled and reinforced by G. W. Knight's report on the Graduate School, which was presented as part of the report of the College of Arts, Philosophy and Science in the Thirty-sixth Annual Report (1905-1906). In it he refers to the "organization of the Graduate School of the College of Arts, Philosophy, and Science" as having taken place in 1902 (p. 65). He states that the current enrollment [that is, 1905-1906] is 39. He speaks appreciatively of the system of fellowships already established but warns that "save in rare instances fellows should not be placed in charge of classes or be permitted to give class instruction. They should be 'assisting' and not 'teaching' fellows" (p. 68).

Taylor transferred to Professor Barrows' department.

But also, in the Twenty-ninth Annual Report, the appointment of a new Assistant Professor of Rhetoric and English Language is announced, George H. McKnight, with a Ph.D. (1896) from Cornell University. Here was Denney's first outside scholar, a man whose name still evokes respect among fellow scholars.

--Taylor (wherever he might be lodged administratively), Graves, and now McKnight: a scholarly teacher; a competent, adaptable, always popular teacher and "front" man; a great scholar and researcher. These men were to be the nucleus of Denney's department. These men would still be with him when he retired.

In 1891, when he was not yet thirty, he had come to Ohio State University, to a then divided department, as an Associate Professor of Rhetoric. Ten years later* Joseph Villiers Denney was elected Dean of the College of Arts, Philosophy, and Science.

Changes were not slow in coming. The Catalogue for 1902-1903 devotes four pages to the new "Requirements for Graduation from the College, requirements which reflect a complete reorganization of the curriculum "on the group and elective system" (p. 91). About one-third of the students' work is now prescribed, about two-thirds elective, but with elaborate safeguards against the "danger of too narrow or too wide a range of work..." (p. 91). And henceforth the

*The consensus seems to be that Denney became Dean of the College in 1901. However, the Faculty Records, No. 4 (September, 1901 to June 4, 1902), Minutes of June 4, 1902, record the Report of the College of Arts, Philosophy, and Science to the Secretary of the University Faculty (dated May 29, 1902) regarding the election of the "following officers for the coming two years: Dean--Professor J. V. Denney. Secretary--Professor A. D. Cole."

only undergraduate degree granted by the College would be that of Bachelor of Arts.

The next major change was inevitable: the consolidation of the long separated Department of English Literature and the Department of Rhetoric and English Language, with Denney as head.

In the Proceedings of the Board of Trustees, under the date of May 4, 1904, there is, first, a reference to an earlier recommendation that the two departments be "directed to be consolidated," then comes Denney's report "suggesting a plan for organization of a department of English" to take the place of the two existing departments:

> Columbus, Ohio, May 4, 1904
>
> Mr. President:
>
> In compliance with your request of April 29th, I respectfully submit a plan of organization for a Department of English in this University to take the place of the two departments recently abolished.
>
> A complete and unified scheme of undergraduate instruction in English in this or any other University would include four lines of work, as follows:
>
> 1. The structure and history of English as a language. This would include courses in Anglo-Saxon, Middle and Modern English, historical English Grammar and Phonetics, -- in fact, all that is understood by the term English Linguistics, or English Philology. In these courses English would be studied from the scientific point of view.
>
> 2. The history and development of English thought as embodied in English Literature. This would include (mainly) courses in English and American prose with special references to (a) the historical events, or social, political and philosophical movements, that have called this important section of our literature into being: and (b) the logical development of our national and racial ideas. In these courses comparatively little attention would be paid to form; English would be studied from the intellectual or thought point of view.
>
> 3. The appreciation of works of English and American Literature as works of art. This would include courses in the criticism of poetry and fiction, and a study of the various literary forms. In these courses literature would be presented from the point of view of aesthetics, and principles of literary criticism would be taught.

4. The writing of English. This would include the principles of Rhetoric with a large amount of practice in written Narrative, Description, Exposition, Brief-making and Argumentation. In these courses, extending through the four years, the aim should be purely practical and utilitarian.

This plan is in full accord with the practice of the best American universities in their undergraduate courses. Courses for graduates would proceed along the two lines of linguistic and criticism, employing methods of research as our library facilities are increased. There should be provision also in the graduate courses for the study of comparative literature, for the investigation of the influences of other literature upon English Literature and for research work in the sources of English Literature in the various periods of its history. But the development of such courses for graduates should come gradually as demand arises for them.

The undergraduate courses heretofore offered by the two English departments can be adjusted economically, and with great advantage, to the plan outlined above. Unnecessary repetitions can be avoided. To give but one or two instances of this: The course in Literary Forms in the Department of English Literature should be united with the course in Poetics in the department of Rhetoric as they cover the same ground; and the course in principles of criticism now offered in Rhetoric should be united with the course in Literary Problems now offered in Literature. Similar economics in other courses are now possible. The union of such courses opens the way to offer more work in the lines in which we are least efficient and without increase of teaching force at present. But the greatest economy in a consolidated department arises from the opportunity to set men at work for which they are best fitted by training and natural aptitude. Each department has been prevented hitherto from undertaking certain work that its men are trained to do and desire to do, for fear of tresspassing on the territory of the other department. To mention but one instance, Assistant Professor McKnight is exceptionally well equipped for work in Chaucer and in the Anthurian [sic] legends but these are topics in the province of English Literature and he happens to be employed in the department of Rhetoric and English Language. The consolidation of the departments makes Associate Professor Taylor available on demand for a section or two of over-crowded composition classes and gives Assistant Professor Graves, who is now too closely confined to composition work, the opportunity of a class in English Literature. The distribution of the composition work brings all of the men in contact with the students early in their course. Of myself I will not speak further than to say that I consider the work we offer under (2) above to be entirely insufficient in quantity as compared with the work on the aesthetic side. I should desire the opportunity of increasing generously the work indicated under (2) above. In saying this I do not wish to be understood as criticising either Dr. Barrows or Mr. Taylor. The latter's field is indicated under (3) above and there is more than enough in that field to occupy him. Dr. Barrows has been prevented from offering more courses under (2) by lack of assistants and has had to scatter energies over too wide a territory. In my opinion Dr. Barrows is a good

teacher and under better conditions for concentrating his work than are now offered by the consolidation of the departments would render very efficient service for several years to come. May I not, after twelve years of service, venture to express the hope that Dr. Barrows, whom I respect as a man and as a teacher may not suffer in the matter of salary and title from the changes proposed?

I beg now to suggest two matters of detail that in my opinion will help all concerned to do better work.

1. I propose for pedagogical reasons, that most of the courses running for one or two hours through the year be re-arranged to run as follows: the one hour courses to run three hours for one term, the two hour courses to run five hours for one term. This re-arrangement will mean that each teacher and each student will concentrate his attention in each term upon fewer things.

2. I propose, instead of requiring every student of English Literature to take Course 1, in English Literature first, that we offer to the beginning two parallel courses as alternatives, these to be conducted, one by myself, and one by Mr. Taylor, or Mr. Graves, the aim being to secure a wide reading in English Literature as a basis for the higher work, rather than to inculcate a system of criticism. I would not dispense with course 1 as it now stands; for many students it offers a valuable discipline; I would also parallel Course 1 for the benefit of many other students who require a different method of approach and for whom perhaps but one course in English Literature is possible during their University career. These latter need most of all a reading acquaintance with English Literature extending over the widest range possible in the time allotted to the study.

You have mentioned the question of titles. In my opinion you would secure the most flexible plan of adjusting the men year by year to the needs of the department by making all the titles conform to the name of the department; the two now holding the title of Professor to be called hereafter Professors of English, one of the two to be designated as the head of the department. The present Associate Professor of English Literature to be called Associate Professor of English, and so with the Assistant Professors and the Fellows. Custom varies on this point, however, many institutions following the plan of designating in each man's title the main line of work that he is supposed to be doing in the department.

Yours very respectfully,

J. V. Denney.

President Thompson recommended that the general scheme outlined in Professor Denney's report be approved, and that the details of the department be left for further development.

He also recommended that Professor Denney be designated as the head of the department, and that the men now in the departments of English literature and rhetoric and English language be retained, with titles changed to conform to the new organization. Said recommendations were approved.

Thereupon, on motion, there was added to the budget approved April 28, 1904, the following:

English

Jos. V. Denney, head professor of English.....	$2,500 00
A. C. Barrows, professor of English.....	2,250 00
J. R. Taylor, assoc. professor of English.....	1,500 00
W. L. Graves, asst. professor of English.....	1,300 00
Geo. H. McKnight, asst. professor of English.....	1,300 00
Mary Malloy, fellow in English.....	300 00
fellow in English.....	300 00
fellow in English.....	300 00
English --	
Current expense not including salaries.....	25 00

(pp. 43-46)

In 1893, at the time of the Chalmers incident, Associate Professor Denney's proposal of the "union of the departments of English language and literature and rhetoric, with a view to greater economy in their management" had fallen on deaf ears. But now an experienced, suave, powerful Dean Denney made a request--and the Trustees listened.

From 1904 to 1932

The courses set up to implement the "complete and unified scheme of undergraduate instruction in English" of Dean Denney's report constituted a departmental curriculum that would stand unchanged essentially for nearly three decades--until Denney resigned the chairmanship of the Department at the close of the academic year 1930-31, then became professor emeritus at the end of the next academic year. Details would change: course numbers or hours of credit, for example, as the University shifted to the Semester plan, then to the Quarter plan. Some courses would be dropped, such as those in debating and public speaking and those in journalism. New courses would be added, some of them reflecting the special interests of new members of the staff (perhaps a course in contemporary drama) or the developing interests of a long-time member (perhaps a course in the Celtic Renaissance).

Always there was composition (and not just "Freshman" English): Mr. Denney was a "rhetoric" man at heart, whatever his literary leanings. Always, too, there would be the course or courses in Shakespeare--more and more they became Mr. Denney's courses. Naturally, with the growth of the University and with the growth of the graduate enrollment (particularly after the establishment of the Graduate School in 1911), there were some new graduate courses.

Nevertheless, the basic curriculum of the Department of English as it would be for the next three decades appears in the Faculty Records, No. 6 (September, 1903, to June, 1904), Minutes of May 11, 1904. For this reader at least, there is something nerve tingling in the simplicity of the report's opening sentence:

At a meeting of the College of Arts, Philosophy and Science, held May 10, 1904, the following courses in English were adopted in lieu of all existing courses in English Literature, rhetoric and English Language (p. 70).

It is possible that the inked-in corrections of the report as it appears in the Minutes are in Dean Denney's own hand. The following is the corrected text:

ENGLISH

Undergraduate Courses.

1. Paragraph Writing and Analysis of Prose (Rhetoric 1) Two hours credit through the year. Professor Denney, Associate Professor Taylor, Assistant Professor Graves, Assistant Professor McKnight, Miss Malloy.

2. Expository Writing (Rhetoric 2). Two hours credit. First term. Prerequisite: Course I. Professor Denney.

3. Brief Making and Argumentation (Rhetoric 3). Two hours credit. Second and third terms. Prerequisite: Course I. Professor Denney.

5. Advanced Composition (Rhetoric 10). Two hours credit. Second and third terms. Prerequisite: Courses 1 and 2. Assistant Professor Graves.

7. Introduction to English Literature (Literature 1). Three hours credit, through the year. No prerequisite course. Professor Barrows.

8. General Survey of English Literature. Three hours credit through the year. No prerequisite course. Assistant Professor Graves.

10. From Spenser to Milton (Literature 2). Three hours credit. First term. Prerequisite: Course 7 or 8. Professor Barrows.

11. From Dryden to Pope (Literature 3). Three hours credit. Second term. Prerequisite: Course 7 or 8. Professor Barrows.

12. The Age of Johnson. (Literature 4). Three hours credit. Third term. Prerequisite: Course 7 or 8. Professor Barrows.

14. Burke to DeQuincey. Four hours credit. First term. Prerequisite: Course 7 or 8. Professor Denney.

15. Carlyle and Ruskin. Four hours credit. Second term. Prerequisite: Course 7 or 8. Professor Denney.

16. Arnold and Newman. Four hours credit. Third term. Prerequisite: Course 7 or 8. Professor Denney.

18. Shelley and Wordsworth. Three hours credit. First term. Prerequisite: Course 7 or 8. Associate Professor Taylor.

19. Tennyson. Three hours credit. Second term. Prerequisite: Course 7 or 8. Associate Professor Taylor.

20. Browning. Three hours credit. Third term. Prerequisite: Course 7 or 8. Associate Professor Taylor.

22. The English Bible: The Pentateuch and Earlier Histories. (Literature 7). One hour credit, through the year. No prerequisite course. Offered in 1904-5. Professor Barrows.

23. The English Bible: Later Histories, Poetry and Prophesies. (Literature 8). One hour credit, through the year. No prerequisite course. To be offered in 1905-6. Professor Barrows.

24. The English Bible: The New Testament. (Literature 9). One hour credit, through the year. No prerequisite course. To be offered in 1906-7. Professor Barrows.

26. History of the English Language. (Rhetoric 15). Two hours credit. First and second terms. No prerequisite course. To be offered in 1905-6. Assistant Professor McKnight.

27. English Words. Two hours credit. Third term. No prerequisite course. To be offered in 1905-6. Assistant Professor McKnight.

28. Old English. (Rhetoric 16). Two hours credit, through the year. No prerequisite course. Assistant Professor McKnight.

30. Pre-Chaucerian Literature. (Rhetoric 18). Three hours credit. First term. Assistant Professor McKnight.

31. Chaucer. (Literature 13). Three hours credit. Second term. Assistant Professor McKnight.

32. Arthurian Story. (Rhetoric 17). Three hours credit. Third term. Assistant Professor McKnight.

35. Shakespeare and the Elizabethan Drama. (Literature 10). Three hours credit, through the year. Prerequisite: Course 7 or 8. Professor Barrows.

36. The Drama since Shakespeare. (Literature 15). Three hours credit. First and second term. Prerequisite: Course 7 or 8. To be offered in 1905-6. Professor Barrows.

37. Milton: Epic and Prose. (Literature 14). Three hours credit. Third term. Prerequisite: Course 7 or 8. To be offered in 1905-6. Professor Barrows.

38. The History of Prose Fiction. Four hours credit. First term. Prerequisite: Course 7 or 8. To be offered in 1905-6. Professor Barrows.

39. The Short Story. (Rhetoric 4). Four hours credit. First term. Prerequisite: Courses 2 and 7 or 8. Assistant Professor Graves.

40. The Novel. (Literature 11). Four hours credit. Second and third terms. Prerequisite: Course 7 or 8. Associate Professor Taylor.

42. Literary Types. (Literature 17). Three hours credit. First and second terms. Prerequisite: Course 7 or 8. Associate Professor Taylor.

43. Poetics. (Rhetoric 6). Three hours credit. Third term. Prerequisite: Course 7 or 8. Assistant Professor Graves.

45. American Literature. (Literature 12). Three hours credit. First term. Prerequisite: Course 7 or 8. Associate Professor Taylor.

48. Teachers Course (Rhetoric 13). Two hours credit, through the year. Prerequisite: Courses 1 and 7 or 8. Professor Denney.

49. Seminary in Rhetoric. (Rhetoric 12). Two hours credit, through the year. Topic for 1904-5: Development of Rhetorical Ideas. Assistant Professor McKnight. Topic for 1905-6: History of Rhetoric. Professor Denney.

46. Current Literature. (Literature 19). Three hours credit. Second and third terms. Prerequisite: Course 7 or 8. Associate Professor Taylor.

50. Seminary in Literary Criticism. Two hours credit, through the year. Not given in 1904-5.

Graduate Courses.

(a) Theories of Rhetoric. Professor Denney.
(b) Old and Middle English Philosophy. Assistant Professor McKnight.
(c) Literary Problems. Professor Barrows.
(d) Comparative Criticism. Associate Professor Taylor.

(pp. 70-73)

The curriculum adopted in 1904 was based on a well thought out philosophy. It was comprehensive for its time and circumstances. It fitted the needs of the students then. In practice, it was flexible. Moreover, it suited Mr. Denney. He turned his attention to other matters. He was Dean of the College and (in one way or another) had his finger in well-nigh every activity, every action, that impinged on his domain. He studied abroad or taught (sometimes at Columbia) in the summers usually. The Proceedings of the Board of Trustees (June 30, 1908, to July 1, 1909), the Minutes for December 30, 1908, record that during President Thompson's illness, "Professor Joseph V. Denney was made Acting President until President Thompson is able to return" (p. 33). In the same volume, a later note discloses that he was paid "additional compensation of $500" for his services as Acting President. We learn about one of his less glamorous services to the University in the Proceedings under the date of January 9, 1906: "$250 was ordered paid to Professor J. V. Denney for services rendered last summer as University Editor and Chairman of the Entrance Board" (p. 18). He was a familiar figure at "Institutes" and professional meetings. He was a familiar figure at social gatherings--formal and not so formal.

But whatever other activities and responsibilities engaged

his time and attention, Mr. Denney never forgot his Department. It was his love and his life. When he became chairman of the Department of English, there were, of course, Joseph R. Taylor, William L. Graves, George H. McKnight, and his long-time rival chairman, Allen C. Barrows. Barrows stayed on, although he died on January 19, 1908--of "heart failure." But these men were not enough. He wanted to build a great department. First of all he wanted good teachers--creative teachers. He wanted a few no-nonsense "work horses." He got them. Not all but most of those that he decided to keep, he kept. Some of them appear first as "assistants" of one kind or another. Some of them came as instructors or assistant professors, lured somehow to the "pastures" of Ohio State University. The list that follows is simply representative--names meaningful in some fashion in the history of the Department and to thousands of students:

C. S. Duncan, 1904
Edwin L. Beck, 1908
L. A. Cooper, 1908
H. F. Harington, 1910
J. Forest Craig, 1913
V. A. Ketcham, 1913
Gertrude L. Robinson, 1913
Milton O. Percival, 1915
Clarence E. Andrews, 1915
Earl W. Wiley, 1915
Edith Sniffen, 1916
James F. Fullington, 1916
Sada Harbarger, 1918
Whittier Burnett, 1921
Herman Miller, 1921
Harlan H. Hatcher, 1922
John Harold Wilson, 1924
Tom B. Haber, 1924
Harold R. Walley, 1925
Thomas C. Pollock, 1925
William C. Frierson, 1926
Robert S. Newdick, 1927
Anne B. Whitmer, 1927
Royall H. Snow, 1928
Robert M. Estrich, 1928
Wilson R. Dumble, 1928
William H. Hildreth, 1931

Some of these members of the Department went elsewhere; Professor Hatcher, for example, after having become, first, the Dean of the College of Arts and Sciences, then Vice President of his Alma Mater, became President of the University of Michigan. Some of them--Clarence E. Andrews, Robert S. Newdick, and William H. Hildreth, for instance--died before they achieved their full potential as teachers and scholars. One of them, James F. Fullington, following in Denney's steps, became Chairman of the Department of English, then Dean of the College of Arts and Sciences. Another, Robert M. Estrich, became Chairman of the Department.

The three men around whom Mr. Denney built his Department--Joseph R. Taylor, William L. Graves, and George H. McKnight (they were sometimes referred to as the "trinity")--were still with him when he retired. Taylor died in 1933. McKnight retired in 1940. Graves retired in 1943.

How Mr. Denney managed to keep such a group of teachers and scholars is difficult to understand, for then, as now, funds were limited even in the good years. And then, as now, other department chairmen in other colleges and universities looked longingly (spoke temptingly) to a number of them. Most of the correspondence for these years is gone, but the few letters that survive reinforce the legends of Denney's skill in administrative matters, his finesse in personal relationships. He weighed immediate dangers of defection against long-time needs, teaching ability against scholarly potential. He rewarded as he could. He encouraged. He cajoled. He promised--and not simply money. A few hours of an assistant's time in connection with a cherished project or the assurance of a promotion "next

year" sometimes soothed the restless.

For most of Denney's tenure as Chairman, even some minute re-arrangement of the existing office space could mollify a brooding staff member for a little while. The Department of English never had a home for long, and its housing was always makeshift at best. At various times it occupied space in University Hall, Orton Hall, and Hayes Hall, and the February, 1913, and October, 1913-1914, editions of the University Directory give Room 202, "English Building," as the departmental office.

In the Proceedings of the Board of Trustees, under the date of March 9, 1914, is recorded another incident in the Department's wanderings. There we learn that the meeting had been called to "take action on the fire which destroyed the old English Building, Sunday evening, March 8, 1914." The Trustees then requested "an appropriation from the Emergency Board to construct one of the wings of the Physics Building, the estimated cost being $40,000.00" (p. 75). The wing was completed the following November. The "old English Building" was erected originally for the Department of Engineering. According to James E. Pollard, University Historian, it was in back of University Hall, roughly in the northwest angle. It had become a general classroom building, particularly for English classes.

Eventually the Department of English moved into the Physics Building (later called Mendenhall Laboratory) and stayed there until 1929, but even senior professors were crowded into a central office broken into little cubicles whose partitions stopped short of the ceiling. Less privileged staff members shared an office without partitions. The assistants did not rate a place to hang their hats

and coats, let alone desk space. For years, there was no stenographic help. Indeed, at least as late as June, 1915, the Proceedings of the Board of Trustees show that, in addition to its salary budget of $23,750 (which provided for twenty-four faculty, at all levels), the sum of $200 was allotted to the Department for "Current Expense"--office supplies, one assumes.

And not even Mr. Denney could deny or gloss over the limitations of the Library--or, for that matter, the somewhat provinical environment. Even the natives sometimes referred to Columbus as "High Street, Ohio" and to the University as the "Cow College."

But somehow Mr. Denney managed to surmount these difficulties, just as he managed to get his Department through the unsettling war years (World War I). Two of his key men were on leave for part of that period: Taylor for government service as a civilian; Andrews as a lieutenant in the Army.

Enrollments at the University began to rise; in 1919-20, even the College of Arts had 2531 students. According to the College's report that year (Fiftieth Annual Report):

> the English Department had a total enrollment of 4142 the first semester and 4055 the second semester. In composition writing there were 2806 the first semester and 2650 the second semester. Instructors in composition were provided by the budget for 2000 in sections not exceeding 50 each. The remainder, consisting of those who on examination were found to be able to write fairly well, were assembled in three large reading sections and had the opportunity of very little practice in composition.
>
> (p. 83).

The natural outgrowth of such a situation, not restricted to the Department of English, was the "departmental meeting," also mentioned in the same Annual Report:

DEPARTMENT MEETINGS

> When several instructors are teaching sections of the same class (e.g. Freshman English, Introduction to English Literature), (Freshman Chemistry, and the like) the most experienced is made director of the course, and weekly meetings of the instructors are held, to the advantage of the younger and less experienced teachers. Especially in large departments this tends to clearness of purpose, selection of the most fruitful parts of the subject matter, personal interest in the students and the development of good team work. All of our large departments hold such meetings for the discussion of pedagogical and other problems. The visitation of classes is also becoming more common and the supervising of the younger by the older teachers is increasing in this college.
>
> (p. 75).

In 1921, Mr. Denney retired as Dean of the College but continued as Chairman of the Department of English, which as

> one of the largest [departments] in the University, requires as much time for administration as may be justly expected of any professor who continues in the love of teaching and in the practice of it (Fifty-first Annual Report, p. 8).

The postwar years were not easy ones; for one thing, a generation was coming in that "knew not Denney." By 1923-24, the word "contemporary" appears in a course title--as an adjective, not as a noun as in "Shakespeare's Contemporaries."

Mr. Denney continued to run a "tight ship" and he continued his efforts to build for the future--these are the years when names like Hatcher and Wilson and Walley first appear on the Department's roll. The Legislature was beginning to increase its appropriations for the University, although the disposition of the funds generally did not favor the Humanities. But much of the extra money that was allotted to the Department had to be spent at the level of assistants and instructors to reduce the size of the overcrowded sections in the elementary courses.

More staff meant less breathing space in the cramped quarters

of the Physics Building, a fact which gave added urgency to the pleas of the Department for better accommodations. The pleas were answered when the "new" Chemistry Building was begun and plans were drawn up for enlarging and remodeling the "old" Chemistry Building for the use of "the English and Foreign Language Departments," so as to give them the "required number of larger and smaller recitation rooms and some thirty-five offices..." (Fifty-eighth Annual Report, p. 129).

As the enrollment grew, there was increasing awareness of the particular needs of Freshmen, and the new administration (President Thompson retired in 1925 and was succeeded by George W. Rightmire, the first alumnus President) was inclined to act, according to that same Report:

> During the past year the President of the University has wisely emphasized the need of improved teaching of the undergraduates, recognizing the difficulties that have arisen on account of the large classes in many of the departments. In some departments for a few years past the limit was reached before the registration of students was completed, and freshmen who had not been able to register early but were expected to meet their group requirements, were precluded from doing so because classes were already full. This made it necessary to assign them to classes in less crowded departments, without proper regard for their curriculum program. These difficulties arose, of course, from the insufficient number of teachers and the lack of classrooms, laboratories and laboratory equipment. It is gratifying to report that wherever possible the University Administration has provided for the additional teachers and equipment needed, and has provided for the additional qualified and experienced teachers. The effort has also been made to have departments provide systematic supervision of their younger instructors who were in charge of freshman and sophomore sections.
>
> For some years Professor E. L. Beck has been the director of all sections of English 401, and in a similar manner Professor E. W. Wiley is to be the director of all courses in Public Speaking, while Mr. Herman A. Miller, Instructor in the English Department, is to supervise student dramatic organizations. (p. 130).

The proposed supervision of student dramatic organizations by a member of the English Department, Herman A. Miller, was carried out and provides one of the more colorful chapters in the Department's history, but not of any special relevance here. Herman A. Miller, however, was the man whom James Thurber wrote so appreciatively of. The Thurber Album, for example, is dedicated "To Herman Allen Miller, October 25, 1896--April 20, 1949, whose friendship was an early and enduring inspiration."

The "language departments," including English, must have thoroughly enjoyed their first year (1929-30) in the newly enlarged and remodeled Chemistry Building, now renamed Derby Hall in honor of Samuel C. Derby, the first Dean of the College of Arts, Philosophy and Science. But their pleasure in their "commodious offices," so unlike anything they had ever known, must have seemed a little hollow as the months passed and the depression deepened.

In the Sixtieth Annual Report (1929-30) occurs what seems to be the first general, official mention of "proficiency testing" in English:

> The proposal of a proficiency test in English to be given to all entering Freshmen, successful passage of which would exempt from the requirement in English composition, has been seriously considered during the year by the department and the College, and it is quite probable that this will be adopted during the course of the coming year and become effective in 1932.
>
> (p. 108).

In the Proceedings of the Board of Trustees (1931-32), under the date of July 20, 1931, is the announcement of the first reduction of salaries: 10 per cent on salaries of $7500 or more; 7 1/2 per cent on salaries from $5000 to $7499; 5 per cent on salaries from $3000 to $4999. No one in the English Department qualified for the

first category, not even Mr. Denney.

In June, 1932, Mr. Denney retired from the Department. He died on June 19, 1935.

The Post-Denney Era

From 1932 to 1936

For two years Edwin L. Beck served as Acting Chairman of the Department. Then the direction was turned over to an executive committee, consisting of Milton O. Percival, Harold R. Walley, and James F. Fullington, who served as Executive Secretary.

James F. Fullington (B.A., 1916) began his association with the Department in 1916 as an Assistant. He came back to the Department after World War I and (with the exception of a year spent in graduate work at Harvard) was one of its members until he transferred briefly to the College of Education. In the light of subsequent events, then, the references to him and to the testing program are of particular interest in this excerpt from the Sixty-second Annual Report (1931-32) dealing with the Department of English:

> At the beginning of the year 1931-32, Assistant Professor James F. Fullington came to the Department from the College of Education as supervisor of course 401, generally known as "Freshman Composition." He has vigorously attacked the problem of improving the work in this basic field, and has made a good start. The ability to write lucid and correct expository English should characterize every student on entering the University. Unfortunately this is not the case, and a majority require at least a term's work in this subject. Hitherto all students have been required to take the course in freshman composition. In the future those students who are able to demonstrate a satisfactory skill in written English by a proficiency test will be excused from this requirement. Provision is also being made for those students who are unable to carry the course in freshman English; they will be given special work without credit until they can qualify for the regular freshman course. The Department is preparing to conduct proficiency and placement tests on a rather extensive scale for the purpose of certifying students for advancement to the senior division as well as for assignment to the courses in which they will derive the most profit. A committee of the Department has been working on a statement of specific requirements for the A. M. degree. This has been completed. They are now engaged in formulating a similar statement for the Ph.D. degree. It is expected that these outlined programs will place the graduate work in English on a much stronger basis.
> (pp. 59-60)

By a combination of circumstances--increasing enrollment during the twenties, the encouragement of President Rightmire's administration, the grim necessity of considering every aspect of the University's program--academic change was in the air. The "New Curriculum" of the College of Liberal Arts is spelled out in the Sixty-second Annual Report (1931-32), but only an excerpt is given here:

THE NEW CURRICULUM

Beginning with the Summer Quarter of 1932, the new curriculum of the College will go into effect for entering freshmen; it will not be applied to students previously enrolled in the College. This curriculum is the result of several years' study by a strong committee of the faculty under the chairmanship of Professor George H. Sabine. It reflects tendencies noticeable at the present time generally in American universities and is particularly similar to the curriculum recently adopted by the College of Letters and Science of the University of Wisconsin. In our annual report of two years ago, we discussed the defects in the existing curriculum and indicated the lines along which the Curriculum Committee might be expected to recommend changes. The new curriculum, adopted by the Faculty and the Board of Trustees, constitutes a distinct forward step and facilitates the achievement of the aims and purposes of the College as these were stated in our last report.

The curriculum is closely related to a division of the work of the college into a junior and a senior division, the junior division including the freshman and sophomore years, and the senior division the last two years of college work. The work of the junior division is designed not only to prepare students for that of the senior division, but also to provide a broad and satisfactory education for the large number of students who either enter the professional schools or leave the University after the completion of the sophomore year. The student satisfactorily completing the work of the junior division will be granted a certificate entitled "Certificate in Liberal Studies." The requirements for this certificate are (1) the completion of ninety credit hours of academic work and the required work in Military Science, Physical Education and Hygiene: (2) a cumulative point ratio of 1.7 on work undertaken; and (3) completion of the requirements for the junior division. These requirements include a demonstrated ability to write clear and correct expository English; a general five-hour course in English literature; either a reading knowledge of one foreign language or a working knowledge of two foreign languages; a year's connected work of fifteen credit hours in either the physical sciences or the biological sciences; and a year's connected work of fifteen credit hours in social science. These requirements constitute a substantial reduction in amount from those in the old curriculum. In special cases they can be further reduced by exemption from one of the four requirements in English Literature, foreign languages, natural science, or social science. The requirements in English

composition and in foreign language may be met either by satisfactorily passing courses in the subjects or by passing proficiency examinations. It is expected that an increasing number of students will be able to satisfy these requirements by such proficiency examinations on the basis of work done in the high school, and thus have a larger amount of time to devote to electives in the field of their interest. It will be observed that the language requirement has been substantially reduced in quantitative terms, and that the emphasis is placed upon the possession of a certain degree of proficiency. It is hoped that with improvement in the high-school training a considerable number of students may likewise satisfy the science and the social science requirements in part by passing proficiency examinations in these subjects. The College will make provision for a considerable number of fifteen-hour sequences of courses in science and social science through which the requirements in these fields may be met. These sequences, each consisting of three five-hour courses, in some instances will not all fall within a single department. Thus one sequence has been arranged in the physical sciences consisting of five hours of Chemistry, five hours of Physics, and five hours of Geology. An example of such a sequence in the social sciences consists of ten hours of American History and five hours of American Government (Political Science). This all makes for flexibility and affords the student a wide range of choice. Furthermore, by the reduction in the amount of the requirements the student will ordinarily have one-third of his time free for electives. It is believed that a student in the junior division will, under these new arrangements, enjoy a much larger opportunity for pursuing any interest which he may have developed, or for broadening his general education. Particularly for those who can remain in the University for only two years, this curriculum permits a much wider selection of work and ought to afford a much better preparation for life than the old curriculum with its much larger fixed element of requirements. A student who at the end of two years' work in the junior division does not have a cumulative point ratio of 1.7 will not receive the "Certificate in Liberal Studies," but he may remain in the junior division and pursue his education so long as he is not subject to dismissal under the University rules.

Admission to the senior division of the College is conditioned upon completion of all the requirements of the junior division with a cumulative point ratio of 1.8 on all work undertaken. A student who has not achieved this point ratio is permitted to remain in the junior division, subject to the usual rules of dismissal, until he has attained a point ratio of 1.8, but such additional work in the junior division will not be counted toward graduation in the senior division. The requirements for the A.B. degree are (1) ninety hours of credit, of which sixty hours shall be in courses numbered 500 or above; (2) a cumulative point ratio of 1.8 on all work undertaken in the senior division; (3) a major consisting of not less than forty hours of related work, or more than sixty hours in a single department, with a point ratio of not less than 2.25, to be composed entirely of courses taken in the senior division; and (4) the required Senior Survey course. These requirements embody a number of important changes. Two-thirds of the student's work in the senior division must now be taken in courses which are not open to freshmen and are thus of intermediate or advanced character.

The requirement of a 1.8 point ratio for entrance to the senior division and the requirement of a 2.25 point ratio on the work of the major (a minimum of forty hours) constitute substantial advances in the qualitative standard of

work. Some students will undoubtedly not be able to achieve this standard, but our experience in the past indicates that many who at present fall below this level will be spurred on to better performance and will succeed in raising their point ratio to the necessary requirement. Those who are unable to do this can more profitably pursue courses in the junior division and accept the "Certificate in Liberal Studies." There is little profit to be gained from pursuing the higher branches of university work when one does not possess the intellectual equipment necessary to achieve these moderate scholastic standards.

Under the new arrangement the student's major will consist of at least forty hours' work selected with reference to his own interest. It need not all be taken in one department. There is no maximum limit placed on the amount of work in the major field, but not more than sixty hours may be taken in one department. In planning this course of study the student will be assisted by a Major Adviser, appointed by the Dean of the College. This provision withdraws the control of the student's major from the department, where it has hitherto rested, and centralizes it in the Dean's office. The purpose is to make the student's interest and not departmental boundary lines the basis for planning the work in the major. A student's interest may fall in a field which overlaps two or more departments. Department lines are very artificial and arbitrary. They should not constitute barriers to the pursuit of a real intellectual interest on the part of the student.

One of the most significant provisions of the new plan is the opportunity afforded departments occupying allied fields of instruction and research to organize as a group. Approval by the Dean and Executive Committee is required for such organization. For many purposes it is felt that the department is too small, and that the College is too large a unit for effective administration. When such a group has been formed the College will cede to it (1) jurisdiction over all sequences of elementary courses by which the requirements in the junior division may be met; (2) supervision and standardization of proficiency tests; (3) jurisdiction over all 600 courses offered by the departments in the group; and (4) direction of the work of students whose fields of concentration fall within the group. The departments of Classical Languages, English, German, and Romance Languages have already formed such a group and are functioning efficiently under this new organization. It is believed that this arrangement will prove most useful in liberalizing the administration of the requirements of the College, and in securing deliberation and consultation on questions which affect several allied departments but which are not college-wide in their application. Such groups, where organized, are charged with the duty of considering the feasibility and advisability of establishing comprehensive examinations for students majoring in their general field, and may, with the approval of the Dean and Executive Committee, make such examinations a part of the requirements for their major students.

Against this background of change, then, and with the impetus of Mr. Denney's retirement, a change in the curriculum of the Department was inevitable. In the Rightmire correspondence, with a letter from the President to Edwin L. Beck, dated December 20, 1933, is filed what may be the only copy of a six-page report titled "Framing an English Curriculum; Report of the Committee." The report carries the names of E. L. Beck, H. H. Hatcher, H. R. Walley, and M. O. Percival, Chairman, but is undated.

This report, it seems, must have led to the "thorough revision" of the Department's curriculum which went into effect in the Autumn Quarter of 1934-35, precisely thirty years after Denney's revision which had been "adopted in lieu of all existing courses in English Literature, rhetoric and English Language." As summarized in the Report of the College of Arts and Sciences in the Sixty-fifth Annual Report (dated June 30, 1935), this "most significant change of recent years" involved:

> the cancellation of several courses on the "400," "500," and "600" levels, the modification of others, and the introduction of several new courses. The aim on the "400" and "500" levels was to arrange and integrate a series of courses which would provide a satisfactory preliminary background and training for the prospective English major. On the "600" level the aim was to provide courses which would adequately cover the vast field without overlapping and to group and relate the courses in English language and literary history so that the student's chosen course of study could be made significant. To assist in this aim, the system of "Cycles" was inaugurated, so that in the senior year the English major would be required to spend at least a portion of his time in a consistent program of concentration.
>
> (p. 39).

The Library of the Department of English had its inception as a result of this revision:

> Beginning with the Autumn Quarter of 1934-35, upon the authorization of the Board of Trustees, a small fee has been levied upon students in the introductory literature courses, 430 and 440, the proceeds from which are used to support a library and reading room, now housed in Room 205 of Derby Hall. The function of this library is two-fold: (1) to loan texts to students for class use, a procedure necessitated by the high cost of the texts required for educational effectiveness, and (2) to stock a reading room with contemporary and recent literature, necessitated by the inability of the Main Library to purchase such materials. By both students and instructors, this program has thoroughly justified itself.
>
> (pp. 39-40).

Miss Clarene Dorsey, Librarian of the English Department Library since 1940, very graciously made available to the writer a summary of the Library's history which she prepared for the chairman of the Department in 1966.

According to her, Professors James F. Fullington, E. L. Beck, H. H. Hatcher, M. O. Percival, H. R. Walley, and J. H. Wilson were largely responsible for the inception of the idea and its early administration. At first the Library was housed in Room 205, Derby Hall. Miss Margaret Foster, a graduate student in English, acted as librarian until 1940. The date of the first books accessioned (100 titles) was December 11, 1934. In January, 1941, the Library moved to its present location in the basement of Derby Hall. At the same time, a small room opening from the west end of the Reading Room was provided as a Seminar Room (Derby 17).

While the Library no longer supplies textbooks for courses as in the earlier years, books are available on closed reserve for a number of courses, and thousands of books and a number of periodicals are available to the teaching staff and interested students. As of June 30, 1965, the Library had 15,221 books (not counting "text" duplicates) and 86 periodicals. The Library also has several special

collections: (1) the Robinson Memorial Collection, established in memory of Miss Gertrude Lucile Robinson, long-time member of the faculty and advisor of Chi Delta Phi, the women's honorary group, from 1926 to 1933; (2) Department Publications, started in 1941, consisting of books and reprints of articles, bibliographies, and reviews by members of the Department; (3) the Herman A. Miller Drama Collection, consisting of Professor Miller's library of plays and books and periodicals about the theater, donated July, 1949, by his widow, Dorothy Reid Miller, and supplemented thereafter by purchase; (4) recordings (with two portable record players); and (5) Teaching Aids, a collection of books to help teachers of Freshman English.

This interim period from 1932 to 1936 came in the heart of the Great Depression. In part, then, of necessity, it was a period of careful assessment and realignment of existing resources, not one of expansion. Nevertheless, in 1935 three outstanding men were added to the staff--William R. Parker, Francis L. Utley, and James V. Logan, Jr. Then in 1936 Associate Professor James F. Fullington was made Chairman of the Department.

From 1936 to 1952: James F. Fullington

Under Mr. Fullington's leadership, the Department entered into a new period of growth. He was an alumnus of the University and one of the second-generation "Denney's boys." To a remarkable degree, he carried on the Denney tradition, particularly in respect to building (or rebuilding) the staff. Even in those first years when funds were limited and salary cuts still in effect, his first job (as he saw it) was to find replacements for the now vanishing older generation of teacher-scholars, men such as McKnight and Taylor and even Graves.

Preceding his formal appointment as Chairman, he had secured Francis Utley, William R. Parker, and James V. Logan, Jr. His next notable acquisition, as we look back on the circumstances, seems to have had the hand of Providence in it. The Elizabeth Clay Howald Scholarship, awarded annually, had been made possible by the generosity of an early alumnus of the University, Mr. Ferdinand Howald. For the year 1938-39, there were sufficient funds to provide two scholarships, and one of them was awarded to Miss Ruth Hughey. The next year (1939-40), she joined the Department as Assistant Professor. She became one of its most distinguished teachers and scholars and has just retired (June, 1969).

Other appointments (at various levels, from Graduate Assistant to Professor) of the Fullington regime, in one way or another of some special interest or significance in the Department's history, were:

J. Raymond Derby, 1939
Leonard B. Beach, 1939
Glenn Leggett, 1941
Charles Frederick Harrold, 1943
William Charvat, 1944
Richard D. Altick, 1945
Margaret Blickle, 1945
Roy Harvey Pearce, 1945
Morton W. Bloomfield, 1946
Robert Elliott, 1946
Claude M. Simpson, 1947
Edwin Robbins, 1948
Emmanuel Varandyan, 1948
Eliseo Vivas, 1949
Andrew Wright, 1949
Suzanne L. Langer (as Visiting Lecturer), 1950

The period of Mr. Fullington's chairmanship was a nerve-racking one, however; it coincided with our economy's slow emergence from the Depression, the difficult adjustment to World War II, and the even more difficult adjustment to the end of the war and the subsequent influx of thousands of ex-G.I. students.

At the beginning of the war, University enrollment began to drop, and the budget data reflect that fact. According to the Proceedings of the Board of Trustees (1940-41), Minutes of May 26, 1941, the Department's salary budget, for 56 positions (at all levels), was $105,512 (pp. 192-193). The Proceedings for 1943-44, Minutes of June 5, 1944, announce a budget of $100,477 for 41 positions.

The Department played an active role in the planning and initiation of the University's Accelerated Program (twelve-months program). The Seventy-second Annual Report (1941-42) states that Harlan Hatcher, Professor of English, was given the job of making ready for and generally publicizing the initiation of this Program, which began with the Summer Quarter, 1942. (Subsequently, Professor Hatcher was given military leave and served as a Lieutenant in the Navy, but the Navy agreed to release him so that he could accept the appointment of Dean of the College of Arts and Sciences--Proceedings, February 14, 1944).

Directly and indirectly, the Department of English may have contributed immeasurably to the subsequent history of the University in that President Bevis appointed a Post-War Committee of which Mr. Fullington was Chairman. The Seventy-third Annual Report [1942-43] comments briefly that since "mid-May" a faculty committee has been closely scrutinizing the University's program in anticipation of post-war needs (p. 1). The Report of 1943-44 states that the University's Post-

War Committee "has continued its exhaustive study of all University functions as they relate to the future educational problems" (p. 25). Mr. Fullington in particular was insistent that the Administration should make its plans in terms of at least 25,000 students, an estimate that seemed incredible to less thoughtfully well-informed personnel.

Meanwhile, as is suggested by summarizing comments in the Seventy-fifth Annual Report [1944-45], the Department was not only carrying on the business at hand, whether in connection with the regular students or those in the Army Specialized Training Program, but was also looking ahead to the special problems of "foreign students who have come with a minimum knowledge of English." This is one of the earliest general references to a specialized program in the Department which would become increasingly important:

> In addition to its normal teaching and research schedule the Department of English has carried a heavy load in the Army Specialized Training program, and it has given special attention to foreign students who have come with a minimum knowledge of English. Professor William Charvat was appointed to the staff in the field of American literature and culture. He is one of the top flight men in this field in the United States, and he adds strength and distinction to the faculty. With Professor Dulles of the Department of History, he is directing and developing the special college program in "American Civilization." The scholarship of the department is gratifyingly active. Three members of the staff were awarded substantial grants-in-aid by the Rockefeller Foundation to carry on their work. From the English Department have come four books, one monograph, and 20 research articles.
>
> Probably the most serious problem in the Department of English is that of obtaining well-trained instructors of college calibre to staff the freshman courses. Very few good men are now obtainable at the beginning instructor's salary and budgetary resources are insufficient to pay more. Closely related is the problem of providing assistance to encourage research, either through personal assistance to the professor or partial relief from his full teaching load. Undue reliance upon graduate assistants for teaching merely substitutes other problems. It tends to encourage mediocre students to enter the profession and to depress the salary scale of instructors. More money is not the whole answer, but it is most of the answer. (p. 9).

That Mr. Fullington had been conservative in his estimate of postwar enrollment is demonstrated in the official registration figures for 1946-47: 28,582 different students. And while all the colleges and all the departments were sweating out together the problems of securing the necessary funds and teachers and classrooms for this deluge of students, the department that bore the brunt was the Department of English --everybody takes English. The "commodious quarters" of Derby Hall couldn't begin to take care of the Department's needs. Long-time staff members (including the writer) still talk about those days when they taught sections of Freshman English in left-over Army "shacks," about the size of an old-fashioned voting booth and heated by a gas burner, placed squarely in the middle of the room--a system of heating that was generally "too much" or "too little." The staff was recruited from here, there, and everywhere, and Mr. Fullington had to "scrape the bottom of the barrel" so often that even the barrel threatened to give way. But such subjective details do not appear in the compressed statement of the Seventy-seventh Annual Report:

> English.--The Department's first imperative was to provide instruction for an unprecedened number of beginning students, as evidenced in the Autumn Quarter alone by 178 sections of freshman composition and two vast sections of 400-500 each in freshman literature in addition to 23 smaller ones. While this burden was an exhausting one, it did not prevent members of the Department from publishing two books and 34 articles during the year. Notable additions were made to the teaching staff in all ranks but particularly upon the upper and intermediate levels.
>
> (pp. 27-28).

University-wide efforts, beginning in the twenties, in the direction of a more personal, meaningful educational experience for the student, led to the development of the Department's first formally structured Honors Program. In 1950-51, English 705, 706, and 707 were available to superior students majoring in English. A program of reading was set up for each student, with individual conferences and reports.

The Honors courses were directed by Associate Professor Royal H. Snow.

The first formal course in English for the increasing number of foreign students was initiated in 1950-51, under the direction of Mr. Estrich. English 406 is described in the catalogue as "a course in the essentials of English for foreign students. Grammar, idiom, vocabulary, pronunciation; oral and written exercises." Since that time, the program has been much enlarged and requires a special staff. The one course has been extended to three courses: English 071, General English for Foreign Students; 072, Advanced English for Foreign Students; 073, Special Problems in English for Foreign Students. Thr program is now directed by Mr. Dennis Preston. This formal program has been supplemented informally in recent years by Mrs. Betty Brosch. On Saturday mornings she meets with some of the wives of foreign students. Many of these women have not had their husbands' educational advantages, particularly in English, and not only their personal well-being but also the academic progress of their husbands is tied in with this orientation service which Mrs. Brosch contributes.

While technically the University had been established in 1870, it first opened its doors to students in September, 1873. Hence the year 1948-49 was celebrated as the Seventy-Fifth Anniversary Year. Harlan Hatcher, by then Vice President of the University, was the General Chairman, but Mr. Fullington was "Executive Director in charge of all arrangements."

Another clear indication of the contributions of the Department to the College is given by the Report of the College of Arts and Sciences in the Annual Report for 1949-50:

> A long step toward bringing the College into harmony with the educational needs of today was the adoption of a new set of entrance requirements proposed by a faculty committee under the chairmanship of Professor James F. Fullington. This committee made a careful study of the relationship between high school and college and planned a new approach based more upon the student's actual success in his

> college work than upon his selection, often by chance, of specific courses in high school. It is hoped that an extension of this committee's work will result eventually in a battery of tests which will determine whether the entering freshman is ready at the moment to begin work at the university level.
>
> During the year a careful watch was kept over the new Bachelor of Arts program which was introduced in 1947. Certain possible weaknesses were noted and referred to a special reviewing committee under the chairmanship of Professor Harold Walley.
>
> Under the chairmanship of Professor Claude Simpson, the committee on exceptionally able students also finished its work and is ready to report. This committee will recommend the adoption of a new program designed to single out in the first year those students who may be able to profit from intensive study with carefully chosen teachers. The effect of this proposed plan would be to establish in the earlier years an approach somewhat like and directly related to the long-established and eminently successful Honors and Arts-Graduate programs.
>
> (p. 21).

One early result in the English Department of the postwar "bulge" and its attendant multiple sections and greatly increased staff was an administrative one. In the Spring Quarter, 1946, Mr. Fullington appointed a Vice Chairman, the first in any department, although other large departments soon followed suit. His choice was Robert M. Estrich. Mr. Fullington also initiated the practice of regular consultation with the professoriate, a practice which Mr. Estrich would extend even further in the years of his chairmanship.

Thus, by a fortuitous combination of circumstances--the long and varied experience of Mr. Fullington in the Department, his involvement in the University's Post-War Committee, his forthright attack on immediate problems without ever losing sight of long-range goals--the Department of English was able to cope with the postwar "bulge" and prepared in part for the day of the "mega-university."

In May, 1951, Vice President Harlan Hatcher, member of the Department of English since 1922, was named President of the University of Michigan. Frederic W. Heimberger, who had succeeded him as Dean of

the College of Arts and Sciences, was named Vice President. Mr. Fullington became Dean of the Arts College. Mr. Estrich, by force of circumstances, served as chairman, although his official appointment was dated January, 1953.

From 1952 to 1964: Robert M. Estrich

Mr. Estrich came to the Department in 1928, as a Graduate Assistant. Thus he knew and worked under Joseph Villiers Denney and could be thought of as one of the third-generation "Denney's boys." He, too, was a builder. With the initial advantage of sound appointments Mr. Fullington had made, Mr. Estrich, year by year, added teachers and scholars that made the Department of English one of the best in the country. Some of the additions to the staff follow, beginning in that transitional period when Mr. Estrich was de facto chairman:

Todd Furniss, 1952
Robert Shedd, 1952
Howard Babb, 1952
Francis G. Townsend, 1953
Charles Wheeler, 1953
A.E. Wallace Maurer, 1953
Albert Kuhn, 1954
Leonard Newmark (1954)
Carl Hovde, 1955
Donald Howard, 1956
Julian Markels, 1956
Peter Taylor, 1957
Gordon Grigsby, 1957
Bernard O'Kelly, 1957
John Muste, 1958
H. Eric Solomon, 1958
Lloyd Parks, 1959
John Crowe Ransom, Visiting Professor, 1960
Matthew Bruccoli, 1961
Morris Beja, 1961
Richard Gunter, 1961
Joan Webber, 1961
Charles McDonald, 1962
Lee Sheridan Cox, 1962
John L. Bradley, 1963
Thomas E. Maresca, 1963
Arnold Shapiro, 1963
Thomas M. Woodson, 1963

Such a gathering of creative scholar-teachers attracts students. At the Bachelor's level, our graduates were welcome applicants at superior graduate schools. Our Ph.D. graduates were courted by quality institutions all over the country; many of them are now well-established scholars and administrators. But such a faculty also attracts predators--and the raids

began. Despite modest increases in the budget and modest increases in the salary schedule, biennium by biennium, in these postwar years, the Department of English (like other departments at Ohio State University, particularly those in the Humanities) found it difficult to compete with the salaries and fringe benefits offered by other institutions. And even when Mr. Estrich unselfishly broke the long-standing policy of the Department that no member should be paid more than the chairman, in a last-ditch fight to keep one of our most distinguished faculty--how can Ohio State compete with Harvard!

Partly as a result of the increasing enrollment, with its corollaries of more and more staff, Mr. Estrich extended Mr. Fullington's policy of regular consultation of professors to associate professors as well an necessarily to directors of the various multiple-section courses beyond the Freshman level.

At the beginning of Mr. Estrich's chairmanship, Professor William H. Hildreth was in charge of all Freshman composition courses, as he had been since 1942. Mr. Hildreth died very suddenly on December, 1954, and was succeeded by Professor Edwin Robbins, who continued to serve as Vice Chairman also.

In addition to his teaching, particularly of the Bible course, Mr. Fullington continued his distinguished service to the University as well as to the Department. In March, 1960, President Fawcett appointed a seven-member Permanent Planning Committee, of which Mr. Fullington was chairman, to work in consultation with him on academic planning. Out of the deliberations of this committee came many of the changes in organizational structure and curriculum that have marked the University's recent history.

In the realm of scholarship, a particularly significant development of these years was the establishment of what is now called the Center for Textual Studies. Because William Charvat, Roy Harvey Pearce, and Claude Simpson, the editors of the Centenary Edition of the Works of Nathaniel Hawthorne, were then with the Department, the whole project centered here, under the sponsorship of the Department, the University Libraries, the Council on Research, and the Graduate School. A Hinman Collator was installed, and the Center for Textual Studies now serves not only scholars at our University but those at many other institutions as well.

While strictly it cannot be considered an achievement of Mr. Estrich's chairmanship, the Department's move to Denney Hall on February 22, 1960, was certainly the occasion of the most rejoicing. The official dedication was on April 1, 1960. The long-dreamed-of "home" for the College of Arts and the Department of English was now a reality. The chief speaker (although his speech had to be read by his wife) was James Thurber, who had studied under Joseph Villiers Denney and who spoke fondly of him and of Joseph R. Taylor and William L. Graves. Present, of course, at the ceremonies were James F. Fullington and Robert M. Estrich.

In his speech, Mr. Thurber referred to the chapter on Denney in The Thurber Album, titled "Length and Shadow."* He called it that, he said, because an obituary in the Columbus Dispatch had stated that "Ohio State University is, in large part, the length and shadow of Joseph Villiers Denney." But, said Mr. Thurber, "I cannot associate shadow with Joe Denney, but prefer the word 'light.' He cast a light, and still does--the light of learning, of scholarship, of laughter, of wisdom, and that special and precious light reflected by a man forever armored in courage."--From Denney to Fullington to Estrich--the "special and precious light."

Mr. Estrich has said on more than one occasion that he has always liked a good fight. The fighter of the good fight doesn't always win, unfortunately, but from a long-range point of view it's quite possible that the gains of Mr. Estrich's years as

*London: Hamish Hamilton, 1952. Chapter XII, pp. 153-62.

Chairman may balance the losses, such as the exodus to other institutions of men like Bloomfield and Pearce and Simpson.

From 1964: Albert J. Kuhn

Mr. Kuhn came to Ohio State University in 1954, after receiving his Ph.D. that year from Johns Hopkins University. Thus, his selection as Chairman brought to an end the "Denney" tradition. During the fifth year of his chairmanship, 1968-69, he has been on leave in England; the Acting Chairman has been Mr. John Gabel. But even in this first term of his administration, he has strengthened the faculty, and the Department has adjusted its curriculum and its administrative organization to the needs of a shifting, troublesome decade and contributed to interdepartmental, inter-disciplinary scholarship in a way that would have seemed impossible a decade or so ago.

Among the appointments made since Mr. Kuhn became Chairman are the following:

Martin Stevens, 1964
William A. Gibson, 1964
Richard T. Martin, 1964
John B. Gabel, 1965
Gerald Bruns, 1965
Robert W. Canzoneri, 1965
Robert C. Jones, 1965
Edward P.J. Corbett, 1967
Rolf H. Soellner, 1967
Alfred R. Ferguson, 1969

And meanwhile, two members of the faculty received Alumni Awards for Distinguished Teaching--James Fullington in 1965 and Gordon Grigsby in 1966.

Under Mr. Estrich's administration, curricular changes were relatively few and affected relatively few students; for example, in 1957 the "Senior Survey" (690) was begun, a "reading

course designed to unify the student's knowledge of English and American literature and to clarify his understanding of problems of interpretation and criticism...." It was a course open only to English majors and required of them in their last or next to the last quarter. (The course is now titled "Senior Seminar and Tutorial" and is numbered 699.) Not long before Mr. Estrich's resignation as Chairman, however, on April 29, 1963, the Department's Curriculum Committee (whose members were Mr. Estrich, Mr. Walley, Mr. Kuhn, Mr. Babb, Mr. Muste, Mr. Markels, and Mr. Pearce, chairman) submitted their final report on the Department's curriculum "as a whole." This report acknowledged that the Department's teaching falls into four areas:

> writing; 500-level courses conceived for students fulfilling their humanities requirement; 500- and 600-level courses for English majors, non-majors with a special interest in literature and with College prerequisites for such courses, and beginning graduate students insufficiently prepared in certain areas for 700-level courses; and courses for graduate students.

The report also acknowledged that

> the intention of our total curriculum should be to offer such courses as would most effectively reach and influence the minds and spirits of students the structure of whose lives, for good and for bad, is shaped by the forces in modern life which have made for the very divisions by which the University's curriculum pattern is set

The report stated that, as regards the Department's obligation to the literature it would teach and the historical traditions which it would inculcate, the principles on which the report was based were as follows:

> that the Department must offer a broad range of 500-level courses which terminate most students' formal study of literature and which therefore must sacrifice a certain amount of intensive "formalist" study for the sort of extensive general cultural study as time, energy, background, and such close reading as is possible will allow;
> that the Department must offer special introductory work for its majors, in a most highly selective survey course, which will from the outset give them a sense of the balance and interdependent relationship between critical analysis and historical-cultural synthesis--which will, in short, prepare them for relatively more specialized work at the 600 level;
> that majors be conceived of not as specialists, as undergraduate scientists are, for example, but that they nonetheless deserve the sort of introductory work we propose, to the end of helping them early to identify themselves as majors having a special interest in (as opposed to being specialists in) literature;
> that 600-level courses should be conceived in terms of the needs of the advanced undergraduate and should be so weighted and distributed as to allow not for specialization but for the widest and deepest possible study of major writers and the traditions and forms in which they have worked;
> that 700-, 800-, and 900- level courses should be truly graduate courses--each assuming at its own proper level previous study in the area concerned;
> and that such graduate courses be flexibly enough described in the catalogue to allow the variety of approaches representative of the variety of special competencies and points of view of the Department's staff.
> that, in all, we need not more courses (although we have recommended a few) but more possibility of variation within and flexibility among the courses in our curriculum. (pp. 3-4).

Not all of the recommendations were accepted as to revisions of existing courses, shifting of emphasis, creation of new courses, etc.,

but most of its suggestions were implemented and (with the necessary changes in number, attendant on the University's remembering of all courses) the course of study in the present-day Catalog reflects the 1963 report of the Curriculum Committee.

A little later, a new Honors Program was initiated, under the direction of Mr. Grigsby, which consists of a Freshman Seminar (H 195), a Sophomore Honors Seminar (H 296), a group of Junior Honors Seminars (H 590-595), a Senior Honors Seminar (H 695), and a culminating Honors Essay (H 696).

In Spring Quarter, 1969, the Department also offered for the first time English 281, Introduction of Negro Literature in America, which examines "important works of fiction, drama, and poetry about the Negro in American life, with emphasis on works by Negro authors."

The latest change in the Department's course of study relates to the Graduate Program. At its meeting of February 3, 1969, the Graduate Faculty approved this motion:

1. Any student who is bound for the Ph.D. may by-pass the M.A. with the provision that, at his request or the Department's, he will be given the opportunity of satisfying the requirements for the M.A. degree (Plan A or B) whenever he qualifies to do so.
2. The Ph.D. student be allowed to enroll, up to a maximum of 15 hours in the course of his Ph.D. studies, in Independent Studies (English 693 and/or 993*) with minimal faculty supervision.

*Beginning next fall, we will list independent studies at the M.A. level as 693 and at the Ph.D. level as 993.

The 1963 report of the Curriculum Committee also first outlined in an explicit way a second major line of development in Mr. Kuhn's administration--the inevitably more bureaucratic organization of a department that has a staff of more than two hundred (all ranks), teaching thousands of students, most of them in multi-section courses. The formal consultation of the professoriate, which Mr. Fullington began and Mr. Estrich extended,

culminated in the administrative set-up described in the 1966 edition of the Administrative Organization of the Department of English, particularly the Policy Committee and the Executive Committee:

II. ORGANIZATION

The formal organization of the English department consists of the following:

A. *The Policy Committee,* comprising all members of the department holding professorial rank (professors, associate professors, and assistant professors), meeting at least once each month during the regular academic year. The functions of this committee are (1) to discuss and decide all questions of department policy and administration which the chairman may present to it and which are not reserved to other standing or *ad hoc* committees; and (2) to bring up new business. Essentially, the Policy Committee is responsible for all department policies.

B. *The Executive Committee* consists of three ex-officio members--the department chairman, the chairman of the Graduate Committee, and the director of Freshman English--and six elected members, two from each of the three professorial ranks. These members are elected to two-year terms, three members each year, by vote of the entire professoriate, from a slate of candidates consisting of those members of the faculty who will be available for service during the period involved. A nominating ballot precedes each election, and the two persons in each rank with the most nominating votes then stand for election. If a vacancy occurs, the chairman appoints a replacement from the appropriate rank to serve until the next regular election. The department chairman is chairman of the Executive Committee, which meets at stated intervals during the regular academic year and when summoned by the chairman. In the chairman's absence, a member chosen by him presides.

The primary function of this committee is to advise and aid the chairman in conducting the routine business of the department. Its activities include helping to prepare the agenda for meetings of the Policy Committee; coordinating the work of department committees and serving each year as a committee on committees; helping the chairman to sift applications for and to decide upon appointments to non-tenured positions on the staff, and upon promotion, tenure, and salary raises for instructors and lecturers; providing information and offering recommendations to the professors and associate professors on candidates for tenure, promotion, and merit raises; and consulting with the chairman on all questions of department policy and administration on which he or the Policy Committee requests advice or decision

Probably the most unusual development in the Department's history has also taken place since Mr. Kuhn became Chairman. The Department is playing a leading role in the New Dimensions program, now an administrative unit of theCollege of Education, and the related New Careers program, administered by the School of Social Work. The ultimate goal of the New Dimensions program is "to make formal education relevant to the inner-city way of life, to establish dialogue between ghetto pupils and instructors. Its more immediate goal is to train former high school dropouts from inner-city backgrounds to become instructional specialists who will return to the ghetto as principal participants in the educational process there."

Another development in the direction of interdepartmental education is TESOL: The Teaching of English as a Second Language. The Departments of English, Linguistics, and Speech offer courses leading to a Plan B Master of Arts degree, with specialization in teaching English to speakers of other languages. The curriculum is a four-quarter sequence (beginning in the Autumn Quarter) of courses providing instruction in principles of linguistics, phonetics, methodology of language teaching, contrasting analysis, and the structure and history of the English language. Opportunity is provided for supervised practice teaching of English to foreign students on the University campus.

Still another development in interdepartmental scholarship is the Center for Medieval and Renaissance Studies, which was established in 1966, with Professor Francis L. Utley as Co-ordinating

Chairman and Director. There was a need for some organization to sponsor and subsidize both individual and group research in these areas of study, and with the encouragement of the Office of Research the Center provides a focus for interdepartmental scholarship and graduate programs. Interested students enroll in one of ten cooperating departments. In addition, the Center sponsors frequent lectures related to the Middle Ages and the Renaissance.

Nothing has been said so far about the scholarly productivity of members of the Department across the years--and for a good reason. Even if the writer had the time and assistance required to provide a bibliography of the books and reviews and articles written by hundreds of staff members (which she does not have), limitations of space would forbid its inclusion in such a history as this. A "selected" bibliography would be unfair to many members. The writer contents herself, therefore, with the citation of two titles of the "Denney era" -- two that suggest a little of the amazing range of work done by our scholars and something of the range of their public. One of the earliest scholarly works was Professor George H. McKnight's edition for the Early English Text Society of King Horn, Floriz and Blancheflur, and The Assumption of our Lady (London: Kegan Paul, Trench, Trubner and Co., 1901). In 1928, Professor Clarence E. Andrews published a volume of Parisian sketches, The Innocents of Paris (New York: D. Appleton and Co.). In 1929 that book provided the title and the "peg" on which to hang the script of Maurice Chevalier's first movie (part silent, part sound), the one that introduced him to the American public and made his name (however mispronounced) a household word.

June 30, 1969